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lic District School Board Writing Partnership

Course Profile
English

Grade 10
Academic

• for teachers by teachers

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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April 2000

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Course Overview
English, Grade 10, Academic

Identifying Information

Department: English
District: Algonquin & Lakeshore Catholic District School Board
Course Developers: Tina Ash, Denise Boilard, Debbie Enright, Maureen McGrath, Michael Wallace
Course Title: English
Grade: 10
Course Type: Academic
Development Date: February 2000
Ministry Course Code: ENG2D
Secondary Policy Document: *The Ontario Curriculum, Grades 9 and 10, English*
Publication Date: 2000
Credit Value: 1

Description/Rationale

This course extends the range of analytic, reading, writing, listening, oral communication, and higher level thinking skills that students need for success in the secondary school academic program in the context of their daily lives and the larger community. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, media works, essays, and plays. They will analyse and implement transition knowledge and skills. They will also investigate, analyse and create effective media works. An essential focus will be the pertinent, practical and correct use of spoken and written language. This course profile demonstrates one way in which the expectations from the Grade 10 Academic English course could be organized into units.

How This Course Supports The Ontario Catholic School Graduate Expectations

The primary goal of Catholic education is to educate for life and to facilitate young people to become discerning believers who demonstrate a Catholic openness and a commitment to social justice. Education in the Catholic school system nurtures the vision that the glory of God is realized when each person is able to reach his/her potential while acknowledging human weakness and limitations as creations of God. Subsequently, this course encourages students to find and value their own voice through the integration of a variety of literature, media and communication. The Grade 10 curriculum is another stage in the students' journey towards completing the Catholic Graduate Expectations and their life long partnerships with God.

Unit Titles (Time + Sequence)

Unit 1	Short Story and Essays: Examining the Craft	24 hours
Unit 2	Novels: Human Journey	21 hours
Unit 3	Poetry: Language of Life	17 hours
Unit 4	Drama: All the World's a Stage	20 hours
Unit 5	Deconstructing Our World: An Examination of Media	23 hours
	Culminating Activity	5 hours

Unit Organization

Unit 1: Short Story and Essays: Examining the Craft

Time: 24 hours (18 hours and 6 hours for skills development)

Description
As the first unit, the examination of the short story lays the foundation of the course. Students will read and demonstrate their understanding of fiction beginning with the short story through discussion and reflection that will foster their personal growth. The teacher will teach various strategies to read, understand, interpret and analyse information within the short story informed by their Catholic values. Learning will be enriched by the inclusion of additional genres such as poetry and a dramatic dialogue. This unit will also include effective essay writing and an introduction to the comparison/contrast essay. Students will demonstrate their understanding through personal reflection, daily participation, discussions, creative writing, written work, daily reading, and group work.

Strand(s) and Expectations
Ontario Catholic School Graduate Expectations: 1d, 1g, 1j, 1i, 2a, 2b, 2c, 2e, 3b, 3c, 3d, 4a, 4b, 4f, 4g, 5a, 5e, 5g, 7b, 7g, 7j.
Strand(s): Literature Studies and Reading; Language; Writing
Overall Expectations: LIV.01D-03D, WRV.01D-05D; LGV.02D - 05D.
Specific Expectations: LI1.01D-07D; LI2.01D, LI2.02D; LI3.01D, LI3.02D-03D; WR1.01D; WR2.01D-04D; WR3.01D-04D; WR4.01D-04D; WR5.01D, 04D-06D; WR5.11D, 04D, 06D, 10D, 12D, 13D; LG1.01D, 03D-07D, LG2.01D, 05D.

Unit 2: Novels: Human Journey

Time: 21 hours (17 hours and 4 hours for skills development)

Description
In this unit the students will be given the opportunity to examine the novel critically within the context of their own lives by exploring values and related issues in the novel. The teacher will assist the students by providing activities that facilitate this exploration through group discussion, debate, theme/symbol jigsaw, presentations, journal writing and creative extension. The exploration will permit the students to examine their lives in light of gospel values.

Strand(s) and Expectations
Ontario Catholic School Graduate Expectations: 1e, 1i, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4f, 4g, 5a, 5b, 5e, 5g, 6e, 7g.
Strand(s): Literature Studies and Reading; Writing; Language
Overall Expectations: LIV.01D-03D; WRV.01D-05D; LGV.01D-02D.
Specific Expectations: LI1.01D-08D; LI2.01D-03D; LI3.01D-03D; WR1.01D-04D; WR2.02D-04D; WR3.01D; WR4.01D-04D; WR5.01D, WR5.07D; WR5.09D-13D; LG1.03D-07D; LG2.01D-06D; LG2.08D; MD2.01D.

Unit 3: Poetry: Language Of Life

Time: 17 hours (14 hours and 3 hours for skills development)

Description
Poetry speaks the language of life. As a viable means of self-expression students will read, explore, interpret, and write poetry. Emphasis will be given to critical reading, research, and oral recitation of poetry to enhance student understanding of the genre. The culminating activity of this unit is designed for students to explore their Canadian identity through an examination of Canadian poets and their works. Through the study and writing of poetic forms and devices, students are called upon to observe and reflect on their personal aspirations and values and to recognize that life is a sacred gift from God.

Strand(s) and Expectations
Ontario Catholic School Graduate Expectations: 1e, 1g, 1i, 2b, 2e, 3c, 3e, 4e, 4f, 4g, 5e, 5f, 5g, 7g.
Strand(s): Literature Studies and Reading; Language; Writing
Overall Expectations: LIV.01D-03D; LGV.01D, 02D; WRV.01D; WRV.02D; WRV.04D; WRV.05D.
Specific Expectations: LI1.01D, 02D, 04D, 05D, 07D, 08D; LI2.01D, 02D; LI3.02D, 03D; LGI.01D, 03D, 04D, 05D; LG2.01D, 02D, 05D; WR1.01D-04D; WR2.01D-04D; WR4.01D, 04D; WR5.01D; WR5.03D, 04D, 08D, 10D.

Unit 4: Drama: All the World's a Stage

Time: 20 hours (15 hours and 5 hours for skills development)

Description
Students will expand and apply skills learned thus far, in the course, to the study of drama. Students will read and discuss the text. Teachers will provide students with the opportunity and information necessary to interpret the elements of dramatic structure, character and characterization, theme, setting and dramatic devices. Students will understand the importance of the context (social, cultural and political) in which a literary work was created and apply this knowledge in appreciating the text being studied. Students will demonstrate their understanding by reading, discussing, analysing and by participating and responding in various creative activities (e.g., dramatic presentation, prompt booklet and journal responses). Teachers may access community resources to enhance student learning and to promote multiculturalism. Teachers may organize a field trip to see a theatre production. These activities will allow the students to apply their knowledge of the human experiences and the development of a just and compassionate society.

Strand(s) and Expectations
Ontario Catholic School Graduate Expectations: 1d, 1j, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4f, 4g, 5a, 5e, 5f, 5g, 7g.
Strand(s): Literature Studies and Reading; Writing; Language; Media Studies
Overall Expectations: LIV.01D-03D; WRV.01D-05D; LGV.01D, 02D; MDV.02D.
Specific Expectations: LI1.01D-05D; LI1.07D, 08D; LI2.01D; 02D; LI3.01D, 02D; LIV.01D-03D, 06D, 08D; WR1.02D; WR2.02D-04D; WR3.02D, 03D; WR4.01D, 03D, 04D; WR5.01D, 02D, 04D, 05D, 06D, 08D, 10D, 11D, 13D; LG1.02D-07D; LG2.01D-06D; MDI.02D; MD2.01D.

Unit 5: Deconstructing Our World: An Examination Of Media

Time: 23 hours (19 hours and 4 hours for skills development)

Description
This unit builds upon the awareness of media developed in the Grade 9 program. The purpose of this unit is to provide students with the tools to deconstruct the media in their search for personal truth and their relationship with God. Through the examination of advertising, television, the Internet and the overall influence of the media, students will learn to discern the truth.

Strand(s) and Expectations
Ontario Catholic School Graduate Expectations: 1c, 1d, 1h, 1i, 2a, 2b, 2c, 3c, 3d, 3f, 4a, 4d, 4f, 4g, 5b, 5d, 5e, 5f, 5g, 6b, 6c, 7a, 7b, 7c, 7g, 7h.
Strand(s): Literature Studies and Reading, Writing, Language, Media Studies
Overall Expectations: LIV.01D-03D; LGV.01D-02D; WRV.01D-05D; MDV.01D-02D.
Specific Expectations: LI1.01D-04D, 06D-08D; LI2.03D; LI3.03D; WR1.01, 02D, 03D; WR2.02D, 04D; WR3.02D, 03D; WR3.02D; WR4.01D, 02D, 04D; WR5.04D, 06D, 08D, 09D, 10D; LG1.02D, 04D, 06D; LG2.01D, 02D, 04D; MD1.01D-04D.

Culminating Activity

Time: 5 hours

Description

This activity will be part of the 30% final summative evaluation which may also include a final examination. This culminating activity reinforces the skills and knowledge learned throughout the Grade 10 course. Students will compose an essay on a particular author within a selected genre as well as a creative piece for presentation. This activity is ongoing throughout the semester, therefore it is suggested that students begin their preparatory work after Activity 4 of the Novel unit. Teachers will monitor process and progress of this individualized project through the writing process, conferencing, and observation. In the spirit of Christianity, students will become not only collaborative learners, but self-directed, responsible life-long learners.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 2e, 3c, 4b, 4e, 4f, 5f, 7b.
Strand(s): Literature Studies and Reading; Language; Writing; Media Studies
Overall Expectations: LIV.01D-03D; WRV.01D-05D; LGV.01D, 02D; MDV.01D, 02D.
Specific Expectations: LI1.01D, 02D, 04D, 06D; LI2.01D-03D; WR1.02D, 04D; WR2.01D; WR3.02D, 03D; WR4.01D, 04D; WR5.01D, 11D; LG1.06D, 07D; LG2.01D, 04D; MD2.01D, 03D.

Strategies and Resources

Teaching/Learning Strategies	Assessment Techniques
Personal Reflection	Pre-reading activities Reflection Poetry Response journals Reader Response Journal Personal Journal Writing Group discussions
Group Work Completion of Work Daily Participation Preparation for Class Group and Class Discussion	Teacher Observation: Peer and Self-Evaluation; Checklist Informal and Formal Teacher Observation Homework checks
Conferences (Student- and Teacher-Directed)	Conferencing Anecdotal Notes, Teacher Logs, Probe Questions, Checklists
Written Responses	Teacher-directed responses Creation of handout Written Commentary Poetry Portfolio Written Assignments Quiz/Test/Exam Portfolio Work Samples Homework Checklists Culminating Activity on Genre Sight Passage
Writing Process	Hard Copy of Brainstorming and Edited Drafts Peer and Self-Editing Senior Student Editors

Teaching/Learning Strategies	Assessment Techniques
Creative Extensions	Creative Presentations Media Products Personal Poetry Advertisement Diary Entries Narrative Extensions Writing in Role Scripts/Storyboards Dramatizations Visual Aids for Presentation
Student-Directed Planning	Brainstorming Checklists, Timelines, Proposals, Outlines, Conferencing, Rubrics Poetry Stations
Analytical Writing	Questionnaire Advertisement deconstruction Essay Types: • Character Analysis • Expository • Argue or Persuade • Comparison Contrast • Cause and Effect Critique Media Research Notes
Assessment Tool Provided With Task	Rubrics, Checklist, Learning Skills Achievement Chart Levels
Organizational Skills	Note Taking/Notebooks Time Management Active Listening Prepared Handouts
Structural/Oral Skills For Presentation	Formal Debate, Seminar, Interview, Oral Recitation, Choral Reading, Dramatic Performance, Public Speaking Time Management
Peer Mentoring	Observation Peer Conferencing Checklists

Resources

Print

Novels and plays
Poetry Anthology (multicultural)
Collection of Non-Fiction and Media Readings (e.g., anthology of essays, literary criticism, newspapers, and magazines)
Writing and Language Resource Texts
Short Story Anthology (multicultural)
NRSV Bible
Dictionaries and Thesauri
Glossary of Literary Terms
Social Teachings of the Church

Software/Video

Desktop Publishing Programs (e.g., *Microsoft Word, Microsoft Access, PowerPoint, Encarta*)
Internet
CD-ROMs (e.g., *Interactive Shakespeare Library*)
Electronic Library
Skills Bank

Hardware

Portfolios
TV/VCR
Computers
CD Player
Videocamera
Videotapes
Audio Tapes

Human Resources

Teachers, Students/Peers
People in the Community
Board Personnel

Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. In the Grade 10 Academic English course, teachers employ a variety of assessment strategies that will form their final evaluation of student performance. It is also imperative that the teacher use a variety of assessment tools to evaluate student learning. Accommodations for special needs students should be considered in advance of assessment. Teachers ensure students are involved in the establishment of task criteria and assessment tools, where possible. It is necessary that a balance of approaches to assessment are used including both teacher- and student-directed evaluation. Prior learning and level of skill will be predetermined by the teacher through diagnostic assessment. Assessment strategies should be intimately linked to specific expectations based on an established criteria. The Achievement Chart in *The Ontario Curriculum, Grades 9 and 10, English*, will be used in the final evaluations to determine a consistent level of achievement.

The Grade 10 Academic English course is founded on the principles of sound assessment and evaluation, with a variety of teaching and assessment strategies which are comprehensive and informative. Formative assessment becomes paramount as a means to involve learners in the evaluation process, to improve student learning, to validate individual responses and to empower the learner in the learning process. As Catholic educators, the assessment and evaluation must respect individual differences and build on a tradition of collaboration and the building of self-esteem. It is critical that the Christian spirit of co-operation and the value of the individual be modelled and stressed consistently by the teacher in order for students to evaluate the limitations of our competitive society.

The Grade 10 Academic English course stresses theoretical approaches and concepts, and incorporates practical applications as appropriate. Each assessment tool applies to all four categories of knowledge and skills from the Ministry. Teachers need to continue to discern the difference between the four achievement categories in the creation of rubrics, checklists, etc. Absences and punctuality are recorded separately as formative assessments and reported in the learning skills chart on the report card. Grades are determined based on student performance of expectations assessed throughout the course. The teacher assesses the most consistent level of student achievement and, where applicable, the most consistent recent level of achievement. The final grade on the report card should reflect 70% summative course work (produced daily) and 30% final summative work (i.e., culminating activity, examinations, research projects, etc.). The teacher at all times will keep the student foremost in mind when using any evaluation or assessment.

Final Course Grade

Weighting According to Achievement Chart Categories		%	Course Grade Weighting	%
Knowledge and Understanding		20%	Examination(s) Culminating Activity	15% 15%
• tests* • probing questions • quizzes • presentations • debates • checklists • questions	• handouts • culminating activity • homework check • diary entries • brainstorming • poetry station • interview			
Thinking/Inquiry		30%		
• tests* • presentations • group work • projects • reflection/self evaluation • essays • debates • pre-reading activities • conferencing	• questions • poetry portfolio • advertisement deconstruction • diary entries • outlines • quotation analysis • character analysis • media critique			
Communication		30%		
• formal writing • response writing • test answers* • oral presentations • projects • group discussion • pre-reading activities • journal response • group discussions • questions	• written commentary • culminating activity • creative presentation • brainstorming • poetry stations • interview • essay • poetry writing • writing in role • teacher observation			
Application		20%		
tests* formal writing oral presentations projects pre-reading conferencing questions handouts written commentary poetry portfolios media critique	culminating activity creative presentation media production scripts/storyboard visual aid quotation analysis character analysis essay poetry writing writing in role			
* tests may involve a wide range of questions and tasks and can be one valid form of assessment in each category				

Additional Information

Course Notes

The Grade 10 Academic English Course is a prerequisite for either of the Grade 11 English courses. This focus is reflected in the time allocated for each unit, the selection of resources, and the types of activities within each unit. To that end, the culminating activity embodies the course expectations and assesses student achievement.

The Grade 10 Academic English program affords the students an opportunity to read a balance of exemplary literary and informational works that promote a student's intellectual growth and language development.

Through the study of the short story, the novel, poetry and drama and media, the young person embarks on a journey of self-discovery and encounters the human condition of suffering, alienation, inauthenticity, growth, loyalty and love.

In practising the craft, skills of reading, writing, listening, and speaking, students make connections between their world and the world of literature. Through co-operative and respectful group dynamics and discussions, the student has the opportunity to practise Christian leadership skills where sensitivity is fundamental. As a result, a greater sense of dignity is acquired and the individual is empowered to act and respond to improve the human condition.

The choice of resources should reflect the students' diverse interests/abilities and backgrounds. The selection of texts should be sensitive to the community in which the curriculum is delivered and should, also, be representative of the multicultural framework which makes up the Canadian mosaic.

We live in the information age, therefore, students must be comfortable with and skilled in the use of information technology in order to access the wide variety of information that is available to them.

Technical literacy is essential for success, thus the English teacher needs to collaborate and co-plan activities with the teacher-librarian and technology teachers. It is imperative that teachers instruct students in the appropriate use of technology, emphasizing the critical, ethical, and safety issues associated with the use of the Internet. In an effort to provide opportunities to promote student learning across the curriculum, teachers should consult with the art teacher, history teacher, drama teacher, and guidance personnel.

In recognition that the classroom is an extension of the community, opportunities should be provided to allow members of the local community into the classroom. As members of a Catholic community it is important that students have opportunities to witness their faith in action.

Teachers must ensure that the classroom provides an environment that promotes respect, acceptance, integration, and a vision of the Catholic faith community.

The Catholic educator has been provided with a range of accommodations to help meet the diverse needs of the learner within his/her class. A range of accommodation strategies is provided in each unit for each activity. The range of accommodation is intended to serve the needs of the exceptional students and the English as a Second Language students.

In order to facilitate this accommodation, teachers will assess the students' prior knowledge to accommodate enrichment and/or remediation.

In promoting the Gospel values of inclusion and acceptance, teachers will promote co-operative learning strategies and conflict management skills within their class.

In promoting safety, teachers must ensure that all classroom activities and out of school activities, used to expand the students' learning, are safe for all students.

Teachers must ensure that the instruction materials are appropriate for the student. The safety issues regarding the use of the Internet are addressed.

The teacher will provide clear behavioral expectations regarding student interaction within the classroom. The teacher must ensure that student safety is provided.

This course profile demonstrates one way in which the expectations from the English Grade 10 Academic policy document can be organized into units.

Teachers must be cognizant of the fact that their students come from a variety of cultures, backgrounds and experiences. Thus, the teacher must be sensitive at all times to the subject matter being studied. The teacher must address issues as they arise and may access community resources for assistance.

At the beginning of the Grade 10 Academic English program, the teacher should provide time for students to set personal goals. In this way, students gain ownership of the process of learning and can enhance their commitment to their own education as they embark on a new journey. At the end of the course, in the culminating activity, students will recall and reflect on their goals to consider their personal growth in the context of the Grade 10 Academic English program. The culminating activity is ongoing throughout the semester therefore, it is suggested that students begin their preparatory work after Activity 4 of the Novel unit.

Accommodation

Teachers using course profiles are required to accommodate the unique learning styles of individual students by using the student's Individual Education Plan (IEP). The following is a list of general accommodations for students:

- pairing with another student (mentor/tutor)
- providing supplementary texts to accommodate different reading levels
- providing alternate activities that suit strengths in learning styles
- providing audio/Braille version of print resources
- providing students with extra time and an alternative location(s) for successful completion of tasks
- audio taping or oral assessment of pen and paper tests and assignments
- breaking down larger assignments into smaller, more manageable tasks
- allowing use of laptop computers within the classroom

OSS Policy Applications

Ontario Ministry of Education and Training. *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements*. Toronto: Queen's Printer 1999.

Ontario Ministry of Education and Training. *Stepping Up! Ontario's New Standards for High Schools*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *The Ontario Curriculum for Grades 9 and 10: English*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *The Ontario Curriculum for Grades 9 and 10: Program Planning and Assessment*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *Handbook for Teachers of Students With Learning Disabilities*. Toronto: Queen's Printer, 1980.

Ontario Ministry of Education and Training. *Individual Education Plan (IEP): A Resource Guide*. Toronto: Queen's Printer, 1998.

Ontario Ministry of Education and Training. *ESL/ESD: English as a Second Language/Dialect, Int. and Sr. Division*. Toronto: Queen's Printer, 1997.

Ontario Ministry of Education and Training. *The Ontario Curriculum 9 to 12: English As a Second Language and English Literacy Development*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 9 and 10: Guidance and Career Education*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *Engendering Equity: Transforming Curriculum*. Toronto: Queen's Printer, 1995.

Ontario Ministry of Education. *Media Literacy Resource Guide*. Toronto: Queen's Printer, 1989.

Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 1-8: Language*. Toronto: Queen's Printer, 1997.

Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 9 and 10: The Arts*. Toronto: Queen's Printer, 1999.

Course Evaluation

In order for teachers to ensure program effectiveness, English departments must evaluate their course. When completing this review, colleagues should check for a program which respects the principles of assessment and evaluation, namely, that the strategies are: comprehensive, valid, informative, equitable, ethical and collaborative. As well, teaching strategies must be bias free and address a range of learning styles.

Coded Expectations, English, ENG2D

Literature Studies and Reading

Overall Expectations

LIV.01D

– read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods;

LIV.02D

– demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces;

LIV.03D

– identify and explain the effect of specific elements of style in a range of literary and informational texts.

Specific Expectations

Understanding the Meaning of Texts

LI1.01D

– describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a range of genres, including novels, plays, short stories, poetry, opinion pieces, reports, short essays, full-length non-fiction works, newspapers, magazines, and reference materials;

LI1.02D

– select and read a range of texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, evaluating print and electronic materials as sources of information, and comparing personal ideas and values with those in texts (e.g., read multicultural short fiction to deepen their understanding of Canada's diversity; assess the usefulness of a manual for a software application; develop a "profile" of a character in a play by Shakespeare or a novel and then role-play an interview with the character);

LI1.03D

– select and use a variety of reading strategies before, during, and after reading to understand texts (e.g., preview a text; predict main ideas or outcomes; use prior knowledge and personal experiences to interpret and assess ideas and information list unanswered questions while reading; role-play alternative solutions to conflicts presented in the text);

LI1.04D

– use relevant, significant, and explicit information and ideas from texts to support interpretations (e.g., use relevant evidence to support an explanation of the theme of a poem or short story; select quotations from an essay that best communicate the author's arguments);

LI1.05D

– analyse information, ideas, and elements in texts and synthesize and communicate their findings (e.g., read a biography and make a speech about the person to the class; create a fictitious newspaper report about the events and issues in a novel or short story);

LI1.06D

– present sufficient significant evidence from a text to support opinions and judgements (e.g., defend in a debate a controversial statement from a short essay, or an action by a character in a story; incorporate quotations from a play in an essay about the pattern of imagery in the text);

LI1.07D

– explain how the values and perspectives of readers might influence their responses to a text and interpretations of it (e.g., record individual responses of group members to a poem, note similarities and differences in the responses, identify patterns, and suggest explanations for their findings compare the implicit perspectives in two letters to the editor about the same article);

LI1.08D

– explain how historical or cultural contexts shape the information and ideas in a text (e.g., research the historical or cultural context of a novel and suggest how it gave rise to the social attitudes depicted; compare nineteenth-century and modern attitudes to the theme of a novel by Dickens).

Understanding the Forms of Texts

LI2.01D

– use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, point of view, and cultural and historical contexts, to understand and interpret examples of the genre (e.g., rewrite a passage from a novel, adopting the point of view of another character; use knowledge of the cultural or historical context of a novel to understand the language and events in the work);

LI2.02D

– use knowledge of elements of poetry, such as stanza forms, rhyme, rhythm, punctuation, free verse, imagery, and sound devices, to understand and interpret examples of the genre (e.g., write a lyric or ballad in rhyming couplets; present a choral reading of a poem, emphasizing onomatopoeia);

LI2.03D

– use knowledge of elements of opinion pieces, such as overt statement of a position or opinion, type of diction, tone, paragraphing, transition words and phrases, selective supporting detail, allusions, and appeals to authority, to understand and interpret examples of the genre (e.g., relate the position taken to the tone used in an editorial; refer to an encyclopedia to clarify a historical allusion used in a newspaper column; write an opinion piece for the school newspaper).

Understanding the Elements of Style

LI3.01D

– compare the use of diction and syntax in the work of different authors and explain how these elements enhance the theme or message (e.g., compare the use of sentence variety in paragraphs by two different authors; identify examples of archaic diction in literature from any historical period and give modern-English equivalents);

LI3.02D

– explain how authors use stylistic devices, such as allusion, contrast, hyperbole, understatement, oxymoron, irony, and symbol, to achieve particular effects in their writing (e.g., explain the effects of the contradictory emotions or qualities expressed in an oxymoron; compare the poetic devices used in two poems on a similar theme; do research to understand a mythical allusion in a piece of literature or an advertisement and explain how the allusion enhances the theme or message in the text);

LI3.03D

– explain how authors and editors use design elements to help communicate ideas (e.g., explain how typography and layout contribute to meaning in a concrete poem; prepare a title page and bibliography template for an academic paper and defend their design decisions; create electronic links showing where and how to find related material).

Writing

Overall Expectations

WRV.01D

– use a range of print and electronic sources to gather information and explore ideas for written work;

WRV.02D

– identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice;

WRV.03D

– use a variety of organizational techniques to present ideas and information logically and coherently in written work;

WRV.04D

– revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence, and effective use of stylistic devices;

WRV.05D

– edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01D

– investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather data (e.g., identify and rank focus questions; identify key words and electronic search terms to structure research; determine which sources of information are most relevant to the purpose for writing);

WR1.02D

– locate and summarize information and ideas from print and electronic sources, including interviews, surveys, statistical data banks, reports, periodicals, and news-groups (e.g., conduct an electronic search for information on regional Canadian authors; summarize and paraphrase information and ideas in point-form notes and in graphic organizers);

WR1.03D

– sort and label information, ideas, and data; evaluate the accuracy, ambiguity, relevance, and completeness of the information; and make judgements and draw conclusions based on the research (e.g., verify data by using multiple sources; identify and reconcile inconsistencies; identify significant omissions that need to be addressed);

WR1.04D

– use the information and ideas generated, researched, and evaluated to develop the content of written work.

Choosing the Form to Suit the Purpose and Audience

WR2.01D

– demonstrate an understanding of a range of literary and informational forms, such as poems, narratives, comparison-and-contrast and cause-and-effect essays, speeches, and research reports, by using forms of writing appropriate to different purposes and audiences (e.g., rewrite an episode of a story from the point of view of a different character; use a formal, objective voice in a short essay; write a speech for a class debate);

WR2.02D

– produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (e.g., state and support an opinion; compare and contrast the treatment of similar themes in two different works; explain how the images or setting in a work of fiction contribute to the overall theme);

WR2.03D

– consider the characteristics of the intended audience in selecting an appropriate form and developing the content of written work (e.g., use examples or images familiar to their peers in a poem to be read in class; include background information the audience needs to know in the introduction to an essay);

WR2.04D

– select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing (e.g., use an impersonal voice and formal language in an academic essay; use everyday vocabulary and colloquial phrasing to engage the interest of an audience of peers).

Organizing Ideas and Information in Written Work

WR3.01D

– use plot structure and character portrayal to develop themes in short stories (e.g., use flashbacks to develop the theme of memory in a short story);

WR3.02D

– structure the introductory paragraphs of short essays using a clear statement of the topic or thesis, a device to engage the reader's interest, and an overview of the main points to be covered;

WR3.03D

– use a pattern such as comparison and contrast, cause and effect, or classification to structure short essays;

WR3.04D

– use plot structure and character portrayal to present conflicts in a short story (e.g., introduce a conflict in the first half of a short story and provide the resolution of the conflict in the second half; describe two characters' different reactions to the same event to prepare for a later clash between them).

Revising Drafts

WR4.01D

– revise drafts to ensure that ideas are adequately supported by relevant details and facts and to achieve clarity, unity, and coherence (e.g., reinforce a mood or feeling by elaborating the imagery in a poem or short story; read a supported opinion piece aloud with a partner or in a small group to check for coherence and effectiveness; remove redundancies and expand supporting detail in a report);

WR4.02D

– revise drafts to ensure consistency in the use of first or third person and use of an appropriate level of language;

WR4.03D

– make constructive suggestions to peers in a writing conference (e.g., identify ways to address problems of control in writing such as redundancies or inappropriate level of language; create checklists based on established criteria and use them when discussing a piece of writing);

WR4.04D

– consider reactions of teachers, peers, and others in revising and editing written work.

Editing, Proofreading, and Publishing

WR5.01D

– identify borrowed information, ideas, and quotations and use a variety of techniques to incorporate them smoothly into written work and independent research projects (e.g., provide a context for quoted material; use transition words and phrases to link information from different sources; include a brief bibliography to identify reference materials consulted);

WR5.02D

– select the publication method or vehicle most accessible or appealing to the intended audience, using technology in a variety of ways where appropriate (e.g., write a letter or e-mail message to recommend a book to a friend; submit work to a writing contest in the required format; write and format a concrete poem for the school yearbook);

WR5.03D

– assess their facility with the writing process, documenting their use of genres and forms in personal and assigned writing and identifying goals for writing improvement and growth (e.g., use samples from their writing folder to demonstrate their growth and achievement in writing; produce and carry out an action plan to improve their use of language conventions);

WR5.04D

– edit and proofread their own and others' writing, correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below;

WR5.05D

– use parts of speech correctly, including the infinitive and the gerund;

WR5.06D

– construct a variety of complete and correct sentences (including compound-complex sentences), using prepositional, adjective, and adverb phrases; infinitive, participial, and gerund phrases; and noun, adjective, and adverb clauses;

WR5.07D

– use verb voice (i.e., active and passive) to suit purpose and audience;

WR5.08D

– use knowledge of a wide range of spelling patterns, rules, and strategies to analyse and correct spelling errors;

WR5.09D

– spell specific historical, academic, and technical terms correctly;

WR5.10D

– use a variety of resources to correct errors in spelling (e.g., dictionaries, spell checkers);

WR5.11D

– use punctuation correctly, including the semicolon (e.g., use the semicolon to join principal clauses and to separate elements in a list that contains commas);

WR5.12D

– use the comma, dash, and parentheses correctly to set off non-restrictive elements in a sentence;

WR5.13D

– use punctuation correctly when quoting short passages from texts.

Language

Overall Expectations

LGV.01D

– use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context;

LGV.02D

– use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LG1.01D

– identify examples of the use of idioms, euphemisms, slang, dialect, acronyms, academic language, technical terms, and standard Canadian English in oral and written work, and explain why the usage is effective in its context;

LG1.02D

– identify ways in which technology, other languages, and the media have influenced the English language (e.g., explain when and why particular nouns and verbs entered the language, both in earlier centuries and in recent years; give examples of technical terms and media phrases used in a variety of contexts);

LG1.03D

– select words and figurative expressions with understanding and sensitivity to enhance the persuasive or expressive power of their speech and writing (e.g., select words and phrases for their sound and rhythm in a speech; select words with symbolic associations for a poem);

LG1.04D

– select words and phrases consistent with the particular voice and tone required for a variety of informal and formal situations (e.g., for a dramatization of a scene depicting the central conflict in a novel; for a debate on the motivation of a character in a drama);

LG1.05D

– recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech, including infinitives and gerunds;
- types of sentences, including compound-complex sentences;
- components of sentences, including prepositional, adjective, and adverb phrases; infinitive and gerund phrases; noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice;

LG1.06D

– recognize, describe, and correct sentence errors in oral and written language (e.g., run-on sentence, comma splice, dangling modifier);

LG1.07D

– recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for the following:

- spelling: historical, academic, and technical terms;
- punctuation: semicolon; non-restrictive phrases and clauses; quotations from texts.

Developing Listening and Speaking Skills

LG2.01D

– communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details;

LG2.02D

– communicate in group discussions by assigning tasks fairly and equitably; using verbal and non-verbal cues to signal a change in topic or speaker; contributing ideas, supporting interpretations and viewpoints; extending and questioning the ideas of others; summarizing the progress of the group's work; checking for understanding; and negotiating consensus when appropriate;

LG2.03D

– apply techniques of effective listening and demonstrate an understanding of oral presentations by summarizing presenters' arguments and explaining how vocabulary, body language, tone, and visual aids enhance presentations (e.g., make and confirm or revise predictions; identify the purposes and perspective of a presentation; analyse the ideas and arguments presented; discuss the use of visual aids in a presentation);

LG2.04D

– plan and make oral presentations independently, adapting vocabulary and using methods of delivery to suit audience, purpose, and topic (e.g., identify purpose and audience; gather ideas and information; plan, create, rehearse, and revise presentations such as dramatizations, panel discussions, and debates; assess their work independently and with help from peers);

LG2.05D

– use rhetorical questions, emotional appeals, gestures, intonation, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations;

LG2.06D

– rehearse with visual aids and props, study audio- and videotaped rehearsals, and use mnemonic devices and visualization techniques to ensure confident delivery in oral presentations;

LG2.07D

– identify the oral communication skills required in a variety of postsecondary programs and occupations and cite specific examples of their use (e.g., interview recent school graduates about the importance of these skills for success in college and university programs and report their findings);

LG2.08D

– analyse their own and others' oral presentations, identifying strengths and weaknesses and developing and carrying out plans for improvement

Media Studies

Overall Expectations

MDV.01D

– analyse a range of media forms to identify their elements, audiences, and production practices, and draw conclusions about how these factors shape media works;

MDV.02D

use knowledge of a range of media forms, purposes, and audiences to create media works, and use established criteria to assess the effectiveness of the works.

Specific Expectations

Analysing Media and Media Works

MD1.01D

– demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., write a report comparing unique features of several newspapers to assess their appeal to readers; explain the satire in a parody of a media work);

MD1.02D

– identify key elements and techniques used to create media works in a variety of forms (e.g., illustrations and captions in political cartoons; narrative and characterization in a film or television drama; the choice of symbols and colours used to convey health and safety warnings on the packaging of a range of products) and analyse how these elements and techniques contribute to the theme or message;

MD1.03D

– analyse the elements of a variety of media works, in order to identify and describe the intended audience(s) for the works (e.g., analyse advertising in a range of newspapers and magazines to identify the target audiences);

MD1.04D

– analyse the relationship between media works and the production and marketing of related products (e.g., explain in a written or oral report how the target audience for a film determines the range of products marketed with it, and how this marketing, in turn, helps shape the film).

Creating Media Works

MD2.01D

– adapt an idea, theme, or issue from a work of literature for presentation in two related media forms, and assess the presentations to determine what aspects of the original have been strengthened and/or weakened by the adaptations (e.g., write a script adapting a short story or scene from a novel for radio and television; create a personal anthology of poetry in print and as a web page with links to related sites);

MD2.02D

– create media works for different purposes and explain how the design decisions for each were shaped by the purpose (e.g., create a public-service video to inform people about a health hazard; construct a collage of print advertisements to illustrate the media's concept of a teenager);

MD2.03D

– design media works appropriate to different audiences and explain why certain elements will appeal to a particular audience (e.g., design a magazine for a specific audience, and explain how it differs from typical magazines).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;

CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;

CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;

CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;

CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)

CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;

CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;

CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;

CGE1i -integrates faith with life;

CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

CGE2a -listens actively and critically to understand and learn in light of gospel values;

CGE2b -reads, understands and uses written materials effectively;

CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d -writes and speaks fluently one or both of Canada's official languages;

CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

CGE3a	-recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE3b	-creates, adapts, evaluates new ideas in light of the common good;
CGE3c	-thinks reflectively and creatively to evaluate situations and solve problems;
CGE3d	-makes decisions in light of gospel values with an informed moral conscience;
CGE3e	-adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE3f	-examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a	-demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b	-demonstrates flexibility and adaptability;
CGE4c	-takes initiative and demonstrates Christian leadership;
CGE4d	-responds to, manages and constructively influences change in a discerning manner;
CGE4e	-sets appropriate goals and priorities in school, work and personal life;
CGE4f	-applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE4g	-examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE4h	-participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a	-works effectively as an interdependent team member;
CGE5b	-thinks critically about the meaning and purpose of work;
CGE5c	-develops one's God-given potential and makes a meaningful contribution to society;
CGE5d	-finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good

Unit 1: The Short Story and Essays: Examining the Craft

Time: 24 hours (18 hours and 6 hours for skills development)

Unit Description

As the first unit, the examination of the short story lays the foundation of the course. Students will read and demonstrate their understanding of fiction beginning with the short story through discussion and reflection that will foster their personal growth. The teacher will teach various strategies to help students to read, understand, interpret and analyse information within the short story informed by their Catholic values. Learning will be enriched by the inclusion of additional genres such as poetry and a dramatic dialogue. This unit will also include effective essay writing and an introduction to the comparison/contrast essay. Students will demonstrate their understanding through personal reflection, daily participation, discussions, creative writing, written work, daily reading and group work.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1d, 1g, 1j, 1i, 2a, 2b, 2c, 2e, 3b, 3c, 3d, 4a, 4b, 4f, 4g, 5a, 5e, 5g, 7b, 7g, 7j.

Strand(s): Literature Studies and Reading; Language; Writing

Overall Expectations: LIV.01D-03D, WRV.01D-05D; LGV.01D-02D, 05D.

Specific Expectations: LI1.01D-07D; LI2.01, 02D; LI3.01D-03D; WR1.01D; WR2.01D-04D; WR3.01D-04D; WR4.01D-04D; WR5.01D, .04D-13D; LG1.01D, 03D-07D; LG2.01D, 05D.

Activity Titles (Time + Sequence)

Activity 1	Finding Our Voice	70 minutes
Activity 2	Building the Blocks	700 minutes
Activity 3	Voices	200 minutes
Activity 4	Voices Beyond the Shadows	190 minutes
Activity 5	Sharing Our Voice	280 minutes

Unit Planning Notes

The teacher/librarian and the technology teacher will prove helpful as co-planners and co-developers in this unit.

Teachers will:

- compile a cross section of short stories. The cross section should include classics, and stories that are relevant, current, and representative of the Canadian mosaic and student interest. The stories' content should also embody the social teaching of the Catholic Church and should be used as a springboard for students to examine and reflect on their personal values, abilities, and aspirations and on how these influence life's choices. The stories must embody the various elements of the short story and a variety of literary devices.
- select an audio tape or photocopy or read an appropriate story for the creative extension assignment.
- provide lessons on short story terms and elements focussing on character, theme, plot, setting, atmosphere, tone, irony, foreshadowing, etc., and prepare a glossary of terms.
- book computer lab time and establish parameters for the ethical and safe use of technology.
- provide a range of activities that enable students to develop their vocabulary and introduce the use of the vocabulary log.
- introduce the students to daily journal writing and daily silent reading of an independent novel.

- devise various reading strategies to assist students in analysis (contextual clues, title, setting, use of paragraphs, dialogue, and predicting the outcome).
- choose various methods for the reading of the short story (e.g., students can read silently or volunteer to read orally).
- prepare instructions on group skills: negotiation, mediation, assertiveness, and conflict management.
- decide on student groupings that best meet the needs of individuals.
- plan a lesson on answering questions effectively by incorporating the question in the answer, using supporting details and using proper sentence form, etc.
- create questions, to encourage students to make connections between literature and the world in which they live.
- prepare lessons about: run-on sentences, comma splice, dangling modifier, parts of speech, quotes and question marks, the comma, semicolon, parenthesis, dash, subject-verb agreement, consistency of verb tense/voice, pronoun and antecedent, active and passive voice and the use of the first and third person.
- prepare a lesson on the selection of a character or role and how to use an appropriate level of language to suit the form, purpose and audience.
- access portions of TV shows or films. **Note:** Teachers are reminded of the need to respect copyright law.
- access community resources to support student learning.
- prepare outlines of assessment criteria for students prior to each learning task (e.g., checklists, rubrics, exemplars, etc.).
- prepare assignments to expand student knowledge, understanding, thinking and inquiry communication and application skills (e.g., poetry assignment, creative extension assignment, the writing and the oral presentation of dialogue, character analysis and the compare/contrast essay);
- prepare tests and quizzes.
- plan a lesson on the writing of dialogue and on oral presentation skills; dialect, idioms, slang, and euphemisms; and poetic forms.
- review/teach the paragraph, the character sketch, the character analysis; and the writing process (pre-writing, writing and re-writing);
- schedule time for conferencing, peer editing of written work, and peer evaluation of oral work.
- review/teach students the essay structure and the compare/contrast essay; prepare notes on tools for reading an essay (subject matter, purpose, audience, vehicle form, context, structure and style); and select essay exemplars for students.

Teachers and students will compile a list of appropriate topics for the compare/contrast essay.
Teachers will:

- provide opportunities for students to practise and to refine essay writing skills.
- check if any modifications in planning are required for those students with an IEP or in enrichment or in ESL programs.

Prior Knowledge Required

- Students will have an awareness of current events and social issues, and bring with them their views and understanding of the world.
- Based on the Grade 9 Applied and Academic programs in Ontario, students are expected to understand the fundamental elements of the short story (theme, setting, character, plot, conflict) and the literary devices such as foreshadowing, tone, mood, atmosphere, and irony.
- It is also expected that students will have had experience reading, discussing and responding to the short story

Students are expected to have familiarity with:

- writing as a process; essay structure based on Grade 9 Applied and Academic programs in Ontario.
- poetic form. the writing of a character sketch and dictionary skills.

Teaching/Learning Strategies

Teachers will:

- informally assess students' previous knowledge of short story elements, literary devices and the essay.
- accommodate various learning styles to meet the needs of individual students, i.e., board notes, small group activities and discussions, hands on activities (performance), creative assignments.
- give students an opportunity to work individually, with partners, in small groups, and with the whole class.
- provide both direct and indirect teaching of grammar using mini-lessons when appropriate (e.g., parts of speech, use of semicolon, run-on sentences, etc.).

Students will:

- brainstorm the components of effective group dynamics.
- produce work in a variety of formats (i.e., journal response, dialogue writing, compare/contrast essay, oral presentation, writing poetry) throughout this unit.
- discuss and collaborate in a group setting and contribute in daily discussions (e.g., discussion of theme, questions regarding short story, poem analysis)

Teachers will read and distribute an appropriate story for the creative extension assignment.

Students will:

- use the writing process to improve personal writing, dialogue writing and essay writing.
- conference with peers and teachers and edit their work.
- participate in classroom reading (i.e., individual, group, independent student reading, volunteer reading in class).
- formulate responses to assigned questions.

Teachers and students will collaborate in designing rubrics.

Teachers will:

- provide examples for students.
- review how to write a paragraph, a character sketch and the basic essay structure and teach students how to analyse character.
- review poetic forms (haiku, ballad) for Activity 3 if desired.
- introduce the use of a vocabulary log while reading the short stories.
- teach/review short story elements and literary devices.
- introduce a writing journal writing folder and independent silent reading.
- instruct students on writing a dialogue and on oral presentations.
- teach students to use a variety of reading strategies.

Students will apply reading strategies.

Teachers will:

- encourage students to explore their spiritual lives by examining and reflecting on their Catholic values, abilities and aspirations and how this influences their life choices.
- draw attention to how the themes of the short story are embodied in students' personal experiences and interactions with the world.
- provide opportunities to access the computer labs and instruct students on the ethical use of the Internet as well as the potential safety issues associated with its use.

- teach and model the compare/contrast essay.
- prepare guide questions to analyse the content, form, structure and style of the compare/contrast essay form.

Students and teachers will generate a list of appropriate topics for the compare/contrast essay.

Students will use the expertise of senior drama students and community resources to support their learning.

Teachers will:

- administer tests and quizzes.
- teach group skills and give students many opportunities to practise these skills.
- distribute and assign questions to facilitate student understanding; teach students on how to answer questions effectively, and give students many opportunities to practise these skills.

Students will watch portions of TV shows or film which model examples of dialect/dialogue.

Teachers will:

- plan a lesson on dialect, idioms, slang, and euphemisms.
- teach a lesson on the selection of role or character and how to use an appropriate level of language to suit the form, purpose and audience.

Assessment and Evaluation

Formative Assessment

- informal and formal teacher observation of small and large group discussions – the writing process
- vocabulary log to increase vocabulary and to practice dictionary skills
- journal responses based on assigned questions and class discussions
- teacher observation of reading strategies
- creative writing – ending
- character sketch
- teacher-led conferences (checklist)
- peer and self-evaluation
- peer editing
- outline, draft copy of compare/contrast essay
- completion of questions (homework, guide, reflection)
- use of documentation and referencing

Summative Assessment

- journal response
- quiz – literary terms
- sight passage test - apply knowledge of terms and understanding of short story concepts to a short story not studied in class. Communication, thinking, and application skills will also be assessed.
- student creation of a poem
- two or three paragraph analysis (parallels between the short story and the student poem)
- written dialogue – assessed for dialogue format and consistency with character as presented in original short stories
- dialogue (dramatic) performance
- polished character analysis
- compare/contrast essay assessed for its structure, content, and style

Accommodations

Teachers will:

- provide the use of a laptop computer;
- meet with resource staff regarding the student's IEP;
- assign a scribe when necessary;
- provide (where possible) the appropriate audio and video material;
- modify length of assignment and time requirements;
- conference one-to-one with students;
- provide extra conferences where necessary for remediation (e.g., format of the compare/contrast essay);
- vary groups and pairs by size and ability (multi-level groups);
- modify the written and oral requirements;
- provide exemplars for students;
- have students work with peer tutors or peer mentors, for support, clarification and editing of task;
- provide template of task requirements with clear detail of required expectations;
- negotiate enrichment activities with the student;
- adjust the reading level of stories.

Resources

Bible: *The Holy Bible - New Revised Standard Version*. Nashville: Thomas Publishers, 1989.

Blumerthal, Joseph C. *English Workshop (Revised Canadian Edition) Fourth Course*. Toronto: Harcourt Brace and Company Canada, 1995. ISBN 7747-1232-5

Catechism of the Catholic Church. Canadian Conference of Catholic Bishops, 1996. ISBN-0-7747-0151-X

Dave, R., et al. "How to Read a Dramatic Script." *ResourceLines 9/10*. Scarborough: Prentice Hall Ginn, 1999. ISBN 0-13-1-012906-02

Ellsworth, B.A. Keller. *English Simplified, Third Canadian Edition*. Scarborough: Harper Collins College Publishers, 1996.

Fanning, Peter and Maggie Goh. *Home and Homeland*. Addison-Wesley Publishers and Rubicon Publishing, 1993. ISBN 0-201-60219-9

Hanley, Boniface. *O.F.M. Ten Christians*. Paterson, NJ: Ave Maria Press, 1979. ISBN 0-87793-183-6

Hilker, Douglas, et al. *Transitions*. Toronto: Harcourt Brace and Company Ltd., 1995. ISBN 07747-0151-X

Inside Stories: Characters in Conflict (2nd Edition 1996). Toronto: Harcourt Brace and Company Ltd., ISBN 03-008463-6

Iverson, et al. *Literary Experiences Vol 2*. Scarborough, Ontario: Prentice-Hall Canada Inc, 1990. ISBN 0-13-538158-4

Kellow, Brian and John Krisak. *Prose - Short Forms*. Scarborough: Prentice-Hall Canada Inc., 1990. ISBN 0-13-75301-5

Kirkland and Davies. *Inside Stories II*. Toronto: Harcourt Brace & Company Ltd., 1987. ISBN 0-7747-1272-4

Literature and Media International. Toronto: Thompson Publishing, 1999.

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Ryan, S.W.G. and T.P. Rossiter. *Literary Essays and Short Stories*. St. John's, NFLD: Jesperson Press, 1992. ISBN 0-920502-42-3

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SightLines 9 - Literature Anthology. Scarborough: Prentice Hall Ginn, 1999. ISBN 0-13-0821713

Stephenson, Craig. *Countries of Invention*. Addison-Wesley Publishers and Robinson Publishing Inc., 1993. ISBN 0-201-60218-0

Swartz, L. *Drama Themes - A Practical Guide For Teaching Drama*. Markham: 1998. ISBN 0-921217-21-8

Tompkins, Jane. *Reader Response Criteria: From Formalism to Post Structuralism.*

Transitions. HBJ, 1995. ISBN 0-7747-0151-X

Mastering Effective English. Toronto: Copp Clark Pitman Ltd., 1980. ISBN 07730-2307-0

Sheridan, E.F, ed. *The Social Teaching of the Canadian Catholic Bishops*. Editions Paulines and The Jesuit Center for Soul Faith Justice, 1987.

Storytellers: A list of storytellers/performers throughout Ontario

http://www.web.net/~storytel/listings

Asian Canadian Literature

http://www.asian.ca/books

Black Canada

www.yorku.ca/research/aconline/spshwrt.htm

Canada Council: Weir project brings the knowledge and insights of this generation of writers to young writers and readers

http://www.edu.yorku.ca/!wier/partners/htm/SCHOOLNET

Canadian Tamils Page

http://www.pathcom.com/-gthami/canlit.htm

International Short Story Writers

http://home.about.com

Literature Resources for High School Students

http://www.teleport.com/~groves

Native Web (Stories, Poetry, Book Review)

http://web.maxwell.syn.edu/nativeweb

Native Canadian Women Writers

http://www.nlc-bnc.ca/service/enature.htm #3

Short Story

http://www.web.net/~storytel/listings

Storyteller Magazine - Canada's Short Story Magazine

www.direct-internet.ne1-stories or (www.google.com/search)

Writers from India (Poetry/Short Stories)

http://www.indolink.com

Freebairn, I. And Hilary Reese. *The Grammar CD-ROM*. Don Mills, Ontario: Addison-Wesley, Longman, ISBN 0-582-23694-0

Activity 1: Finding Our Voice

Time: 70 minutes

Description

This introductory activity takes place prior to student reading of the short stories. Students will be introduced to the short story by reflecting, through discussion and journal writing, on the links among the themes, issues and ideas raised in the stories and the world around them. The activity will facilitate the development of attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity, and the common good.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good (1d)
- understand that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey (1g)
- listen actively and critically to understand and learn in light of gospel values (2a)
- use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life (2e)
- create, adapt, and evaluate new ideas in light of the common good (3b)
- respect the rights, responsibilities, and contributions of self and others (5e)
- contribute to the common good (7j)

Strand(s): Writing; Language; Literature Studies and Reading

Overall Expectations

- identify and explain the effect of specific elements of style in a range of literary and informational texts (LIV.03D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences (LGV.02D)

Specific Expectations

- select and use a variety of reading strategies before, during, and after reading to understand texts (LI1.03D)
- present sufficient significant evidence from a text to support opinions and judgements (LI1.06D)
- produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (WR2.02D)
- select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing (WR2.04D)
- identify examples of the use of idioms, euphemisms, slang, dialect, acronyms, academic language, technical terms, and standard Canadian English in oral and written work, and explain why the usage is effective in its context (LG1.01D)

- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech, including infinitives and gerunds;
  - types of sentences, including compound-complex sentences;
  - components of sentences, including prepositional, adjective, and adverb phrases; infinitive and gerund phrases; noun, adjective, and adverb clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice (LG1.05D)
- communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details (LG2.01D)

Planning Notes

Teachers will:

- provide time for daily independent silent reading.
- select a variety of stories which are representative of our Canadian cultural mosaic.
- provide stories for use as spring boards to discuss gospel values and church teachings, and determine the major themes, issues, or problems which are posed in the stories.
- create open ended questions that reflect a major theme, issue, or idea from each of the stories (e.g., Alice Munro's "Boys and Girls" – Are girls and boys raised the same way? Ray Bradbury's "The Veldt" – How is technology dangerous? Victor Hugo's "The Bishop's Candlesticks" – Is it easy to forgive someone? Could you forgive someone who has hurt you?);
- decide on a group strategy which will best accommodate the students in class.
- teach skills such as: negotiation, respect for the contribution of others and self respect, consensus, mediation, assertiveness and coping with change or frustration.
- direct students to organize the journal by a separate notebook, or a separate section of the English notebook, in preparation for journal writing.
- assign one of the above questions for personal journal response (e.g., How is technology dangerous?), thus making links between the students' personal experience and the world.
- direct students to establish a writing folder.
- review the structure of the paragraph and topic sentence.

Prior Knowledge Required

- Students will bring with them their own views and understanding of their world.
- Students need to have an awareness of current events and social issues.

Teaching/Learning Strategies

Students will:

- read their independent novel silently.
- brainstorm the components of effective group dynamics.

Teachers will divide the students into small groups to meet individual needs and distribute the questions to each group.

Students will discuss the questions informally in their small groups and provide examples from their own experience and knowledge. For example, if questioned "Why is technology dangerous?" students may respond: "Computers are taking over our world and jobs are being lost! My dad lost his job as a bank teller because of instant tellers."

Teachers will:

- monitor groups to ensure they are on task and using conflict management skills (co-operative learning), and to provoke new ideas.
- lead a large group discussion where students will share their ideas based on the discussion from their small groups. Teachers and students can extrapolate on the themes and issues raised in light of Catholic teachings (e.g., being created in the image of God, responding to the suffering of others, dignity of work and experiencing the sacred in everyday moments).
- conclude the discussion by commenting on the links between the students' experiences, their faith, and knowledge of the world and the short stories to be studied.
- outline the use of journal writing in the course as a place of personal reflection.
- direct students as to the form the journal will take (separate section of note book, folder, duotang).
- instruct the students as to the form and purpose of the writing folder.
- teach/review the structure of the paragraph and topic sentence to be demonstrated in student journal writing.

Students will choose one question and write a reflection in their journal based on their reactions to ideas discussed in class and their own faith tradition.

Assessment/Evaluation Techniques

Formative Assessment

- group discussion - on task
- participation (personal examples)
- informal observation by teacher of class and large group discussion
- co-operative learning and conflict management skills

Summative Assessment

- journal response (paragraph structure, content)

Accommodations

Teachers will:

- provide the use of a laptop computer;
- use multilevel groups;
- use a scribe to help students develop jot notes from group discussion for journal response;
- vary group size;
- use a mentor or peer tutor for teacher's review of paragraph and topic sentence.

Resources

Atwood, Margaret Elenor and Robert Weaver, eds. *The New Oxford Book of Canadian Short Stories*. Oxford University Press. ISBN 0195412206

Bible: *The Holy Bible - New Revised Standard Version*. Nashville: Thomas Publishers, 1989.

Barry, James, ed. *Themes on the Journey*. Scarborough: Nelson Canada, 1989. ISBN 0-17-603089-1

Catechism of the Catholic Church. Canadian Conference of Catholic Bishops, 1996. ISBN 0-7747-0151-X

Ellsworth, B.A. Keller. *English Simplified, Third Canadian Edition*. Scarborough: Harper Collins College Publishers, 1996

Fanning, Peter and Maggie Goh, ed. Home and Homeland, ed. *The Canadian Immigrant Experience*. Toronto: Addison-Wesley Publishers Ltd. & Rubicon Publishing Inc. Fiction-Non Fiction Poetry, 1993.

Freebairn, I. And Hilary Reese. *The Grammar CD-ROM*. Don Mills, Ontario: Addison Wesley, Longman, ISBN 0-582-23694-0

Rhinehard, Kenneth and Cecil Gray. *Caribbean Region*. Toronto: Addison Wesley, Longman, 1998. ISBN 0-5827-6637-0

Sheridan, E.F., ed. *The Social Teaching of the Canadian Catholic Bishops*. Editions Paulines and the Jesuit Centre for Social Faith and Justice, 1987.

Thompkins, Jane. *Reader Response Criteria: From Formalism to Post Structuralism.*

Vanier, Jean. *Becoming Human*. Anansi Press Ltd., 1998.

Wallace, A., ed. *Daughters of the Sun, Women of the Moon: Poetry by Black Canadian Women.* Lawrenceville, NJ: Africa World Press, 1992. ISBN -086543-195-7

Literature and Media. Toronto: International Thomson Publishing, 1999. ISBN 0-17-618701-4

Literary Experiences Vol. 2. Scarborough: Prentice Hall Canada Inc., 1990. ISBN 0-13538158-4

SightLines 9 - Literature Anthology. Scarborough: Prentice Hall Ginn, 1999. ISBN 0-13-082171-3

Transitions. Toronto: Harcourt Brace and Company, 1995. ISBN 0-7747-0151-X

Missal: *St. Joseph 2000 Annual Sunday Missal - Canadian Edition*. New Jersey: Catholic Book Publishing Co., 1999. ISBN 089942

Abrams - Dictionary of Literary Terms.

Web Sites

Asian Canadian Literature
http://www.asian.ca/books

Black Canadian Writers
www.yorku.ca/research/aconline/spshwrt.htm

Canadian Literature Archive
http://canlit.st-john.umanitoba.ca/canlitx/canlit-homepage

Activity 2: Building the Blocks

Time: 700 minutes

Description

In this activity the students will expand upon their knowledge of short story conventions and literary elements as well as devices previously studied. In examining the craft of the short story, opportunities will be provided for question and answer, group discussion and written responses. Students will practise reading strategies and apply short story elements and devices to a creative extension task. Students will be encouraged to make connections between their own experiences and the stories. Time for daily silent reading and writing activities will be given by the teacher. The short story is an effective avenue for Catholics to illustrate a pride and understanding of the saving story of our Christian faith.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- illustrate a basic understanding of the saving story of our Christian faith (1a)
- read, understand, and use written materials effectively (2b)
- create, adapt, and evaluate new ideas in light of the common good (3b)
- apply effective communication, decision-making, problem-solving, time, and resource management skills (4f)
- work effectively as an interdependent team member (5a)
- respect the rights, responsibilities, and contributions of self and others (5e)

- achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others (5g)
- accept accountability for one's own actions (7b)
- respect and affirm the diversity and interdependence of the world's peoples and cultures (7f)
- respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)
- contribute to the common good (7j)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01 D)
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces (LIV.02D)
- identify and explain the effect of specific elements of style in a range of literary and informational texts (LIV.03D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences (LGV.02D)
- use a variety of organizational techniques to present ideas and information logically and coherently in written work (WRV.03D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)

Specific Expectations

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a range of genres, including novels, plays, short stories, poetry, opinion pieces, reports, short essays, full-length non-fiction works, newspapers, magazines, and reference materials (LI1.01D)
- select and use a variety of reading strategies before, during, and after reading to understand texts (LI1.03D)
- use relevant, significant. and explicit information and ideas from texts to support interpretations (LI1.04D)
- explain how the values and perspectives of readers might influence their responses to a text and interpretations of it (LI1.07D)
- use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, point of view, and cultural and historical contexts, to understand and interpret examples of the genre (LI2.01D)
- compare the use of diction and syntax in the work of different authors and explain how these elements enhance the theme or message (LI3.01D)
- explain how authors use stylistic devices, such as allusion, contrast, hyperbole, understatement, oxymoron, irony, and symbol, to achieve particular effects in their writing (LI3.02D)
- recognize, describe, and correct sentence errors in oral and written language (LG1.06D)
- communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details (LG2.01D)

- use plot structure and character portrayal to develop themes in short stories (e.g., use flashbacks to develop the theme of memory in a short story) (WR3.01D)
- use plot structure and character portrayal to present conflicts in a short story (WR3.04D)
- construct a variety of complete and correct sentences (including compound-complex sentences), using prepositional. adjective. and adverb phrases; infinitive, participial, and gerund phrases; and noun, adjective, and adverb clauses (WR5.06D)

Planning Notes

Prior to introducing this unit, teachers should check if any modifications in the planning are required for those students with an IEP or in enrichment/ESL programs.

Teachers will:

- provide time for daily independent silent reading.
- select a variety of stories which are representative of our Canadian cultural mosaic, which will also be used as a springboard for discussion of our Catholic values.
- consult with the teacher/librarian in order to access a cross section of multicultural short stories.
- survey student interests to select stories relevant to students' lives.
- provide students in the Grade 10 Academic program with a glossary of terms which would include those studied in Grade 9 Academic and Applied programs.
- provide a clear outline of the assessment criteria for students prior to each learning task.
- modify and adjust elements of this activity as deemed necessary.
- plan opportunities in class for students to develop and expand their vocabulary. This will be especially beneficial for vocabulary development of ESL students.
- review elements of the short story and literary terms: setting, mood, atmosphere, style, character, characterization, theme, plot, conflict, crisis, suspense, climax, irony, tone, symbolism, foreshadowing, flashback, imagery, point of view, etc.

The knowledge and skills gained in Activity 1 are the building blocks for subsequent activities in this unit as well as the Grade 10 Academic program.

Teachers will:

- prepare open ended questions for each short story.
- plan a lesson on answering questions effectively by: incorporating the question in the answer, supporting details, proper sentence form, etc. This will help students prepare for journal writing and answering test questions.
- arrange for students to travel to an elementary school to read to students in grades 1-3.
- provide opportunities and topics based on readings for daily journal writing initiated in Activity 1.
- teach mini-lessons on the run-on sentence, comma splice, dangling modifier and the complex and compound sentences.
- select, photocopy, and/or audio tape an appropriate story which clearly outlines the major elements of the short story and determine an appropriate point of demarcation (e.g., crisis or climax) for the students' completion of the story.
- be familiar with reading strategies to assist students in analysis (contextual, clues, title, setting, use of paragraphs and dialogue, predicting the outcome).
- organize pairs for the finishing of the short story activity.
- prepare a test to analyse their knowledge and understanding of style, devices, elements, and use of reading strategies by analysing a sight passage.

Prior Knowledge Required

- short story terms covered in the Grade 9 Course Overview
- dictionary skills

Teaching/Learning Strategies

Teachers will:

- provide time for daily independent reading.
- review/teach the elements of the short story: setting, mood, atmosphere, style, character, characterization, theme, plot, conflict, crisis, suspense, climax, irony, tone, symbolism, foreshadowing, flashback, imagery, point of view, etc.
- provide a cross section of stories representative of the short story elements.
- help students make connections to their personal lives, television shows, movies and the text (e.g., if discussing Alice Munro's "Boys and Girls" students might explore gender stereotyping, giving examples from their own lives and TV viewing).

Students and teachers could use this opportunity to critique gender stereotyping, in light of gospel values and social teachings of the church, stressing the uniqueness and dignity of the human person. This could culminate in a journal response on social justice dealing with gender.

Teachers will:

- instruct students on proper use of compound and complex sentences.
- teach students (using a model) how to answer questions effectively by incorporating the question in the answer, supporting details, and proper sentence form.

Students will:

- practise writing complex and compound sentences during journal writing and the creation of their story ending.
- answer open-ended questions created by the teacher.

Teachers will initiate class discussion based on questions completed by the class.

Students will use various methods of reading: students read silently, student volunteer to read rally in class, students read the story independently for homework, students read orally in small groups, etc.

Teachers will review/teach reading strategies (e.g., using the title to make predictions about the story; scanning the story to identify the overall format of features such as paragraphs, dialogue and breaks; skimming the introduction and first page to form an impression of setting, character and plot; predicting the outcome of the story.

After students have read and examined two or three short stories in class, they will be given the opportunity to practise their reading strategies and to identify and analyse the elements of the short story. The teacher will audio tape or read or distribute a copy of a portion of a story which ends at an appropriate point of demarcation (e.g., the crisis or the climax).

Students will be placed in pairs and asked to finish the story in writing and be encouraged to write endings that are consistent with the author's portrayal of character and setting and that develop conflict and plot already begun by the author.

Teachers or students will read these new endings aloud before the author's version is revealed. Students will discuss their reasons for their creative ending using their new found knowledge of reading strategies (e.g., what predictors or clues led them to their choice of ending?).

Teachers will read or audio tape and distribute the author's original ending.

Students will:

- discuss how their interpretations are different or similar to the author's original ending. Students will discuss how the author's original ending is consistent with the clues provided in his/her title, introduction, etc.
- be instructed to save their writing in the writing folder.
- study further stories to examine literary devices such as irony, symbolism, foreshadowing and flashback, imagery, etc.
- use their response journal for daily reflection on how the themes reflect their cultural heritage and impact on their own spiritual lives.
- practise and model reading strategies by reading to younger readers.
- keep a vocabulary log to help them expand their vocabulary and to practice dictionary skills.

Teachers will:

- teach a mini-lesson on the run-on sentence, comma splice and dangling modifier.
- administer a terminology test of literary terms and short story definitions.
- administer a test which consists of a sight passage.
- students are asked to analyse the passage applying their knowledge of the elements of the short story, understanding of style, devices and to test their reading strategies.

Assessment/Evaluation Techniques

Formative Assessment

- (diagnostic) student interest survey
- daily participation in class discussion
- vocabulary log
- creative ending
- dictionary skills
- journal writing
- reading partners (use of reading strategies)

Summative Assessment

- terminology test of literary terms
- test (sight passage) - analysis and application of short story elements and devices - use of reading strategies

Accommodations

Teacher/tutor/community volunteer may tape the terminology handout of terms to be studied.

Teachers will:

- provide the use of a laptop computer;
- audio tape the sight passage for the test;
- use a peer tutor/mentor;
- use multi-ability pairings;
- adjust reading level of stories (e.g., for ESL students);
- meet with resource staff and librarian to select appropriate materials;
- modify the point of demarcation for the student to complete the story ending;
- conference with student (remediation).

Enrichment activities may be negotiated between the student and teacher (e.g., student will include stylistic devices used by the author to complete the passage)

Resources

A Glossary of Literary Terms. Abrams

A Dictionary of Literary Terms. Holman

Bible: *The Holy Bible - New Revised Standard Version*. Nashville: Thomas Publishers, 1989.

Blumerthal, Joseph C. *English Workshop (Revised Canadian Edition) Fourth Course*. Toronto: Harcourt Brace and Company Canada, 1995. ISBN 7747-1232-5

Catechism of the Catholic Church. Canadian Conference of Catholic Bishops, 1996. ISBN-0-7747-0151-X

Fanning, Peter and Maggie Goh. *Home and Homeland*. Toronto: Addison-Wesley Publishers and Rubicon Publishing, 1993. ISBN 0-201-60219-9

Freebairn, I. And Hilary Reese. *The Grammar CD-ROM*. Don Mills, Ontario: Addison-Wesley, Longman, ISBN 0-582-23694-0

Hanley, Boniface. *O.F.M. Ten Christians*. Ave Maria Press, Paterson, N.J.: 1979. ISBN 0-87793-183-6

Hilken, Douglas, et al. *Transitions*. Toronto: Harcourt Brace and Company Ltd., 1995. ISBN 07747-0151-X

Inside Short Stories. Toronto: Harcourt Brace and Company, 1996. ISBN 0-7747-1272-4

Inside Stories: Characters in Conflict (2nd Edition). Toronto: Harcourt Brace and Company Ltd., 1996. ISBN 03-008463-6

Iverson, et al. *Literary Experiences Vol 2*. Scarborough, Ontario: Prentice-Hall Canada Inc, 1990. ISBN 0-13-538158-4

Kirkland and Davies. *Inside Stories II*. Toronto: Harcourt Brace & Company Ltd., 1987. ISBN 0-7747-1272-4

Literature and Media International. Toronto: Thompson Publishing, 1999

Longman Interactive English Dictionary. CD-ROM. Don Mills, Ontario: Addison Wesley, Longman, (c) 1998. ISBN 0-582-23694-0

Ryan, S.W.G. and T.P. Rossiter. *Literary Essays and Short Stories*. St. John's, Jesperson Press, 1992. ISBN 0-920502-42-3

Stephenson, Craig. *Countries of Invention*. Toronto: Addison Wesley Publishers and Robinson Publishing Inc., 1993. ISBN 0-201-60218-0

SightLines 9 - Literature Anthology. Scarborough: Prentice Hall Ginn, 1999. ISBN 0-13-0821713

Tompkins, Jane. Reader *Response Criteria: From Formalism to Post Structuralism*.

Vanier, Jean. *Becoming Human*. Anansi Press Ltd., 1998.

Web Sites

Canada Council: Weir project brings the knowledge and insights of this generation of writers to young writers and readers
http://www.edu.yorku.ca/!wier/partners/htm/SCHOOLNET

Storyteller Magazine - Canada's Short Story Magazine
www.direct-internet.ne1-stories or (www.google.com/search)

Activity 3: Voices

Time: 200 minutes

Description

The following activity is a simple, creative way to deepen students' understanding of short story elements and concepts by integrating and applying what they have learned to another genre. Students will create a poem, using foundational words from any short story studied. The teacher will assist students through group discussions, guide questions and an assigned, brief, written analysis to draw connections/parallels between the short story and the student poem. The activity provides the students with an opportunity to grow as reflective and creative thinkers, examining how personal values influence life's choices.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- integrate faith with life (1i)
- read, understand and use written materials effectively (2b)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- make decisions in light of gospel values with an informed moral conscience (3d)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- examine and reflect on one's personal values, abilities, and aspirations influencing life's choices and opportunities (4g)
- respect the rights, responsibilities, and contributions of self and others (5e)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01 D)
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces (LIV.02D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- use a variety of organizational techniques to present ideas and information logically and coherently in written work (WRV.03D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence. and effective use of stylistic devices (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences (LGV.02D)

Specific Expectations

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a range of genres, including novels, plays, short stories, poetry, opinion pieces, reports, short essays, full-length non-fiction works, newspapers, magazines, and reference materials (LI1.01D)
- select and read a range of texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, evaluating print and electronic materials as sources of information, and comparing personal ideas and values with those in texts (LI1.02D)
- select and use a variety of reading strategies before, during, and after reading to understand texts (LI1.03D)
- use relevant, significant. and explicit information and ideas from texts to support interpretations (LI1.04D)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech, including infinitives and gerunds;
  - types of sentences, including compound-complex sentences;
  - components of sentences, including prepositional, adjective, and adverb phrases;
  - infinitive and gerund phrases; noun, adjective, and adverb clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice (LG1.05D)
- present sufficient significant evidence from a text to support opinions and judgements (LI1.06D)
- explain how the values and perspectives of readers might influence their responses to a text and interpretations of it (LI1.07D)
- use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, point of view, and cultural and historical contexts, to understand and interpret examples of the genre (LI2.01D)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech, including infinitives and gerunds;
  - types of sentences, including compound-complex sentences;
  - components of sentences, including prepositional, adjective, and adverb phrases;
  - infinitive and gerund phrases; noun, adjective, and adverb clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice (LG1.05D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- demonstrate an understanding of a range of literary and informational forms, such as poems, narratives, comparison-and-contrast and cause-and-effect essays, speeches, and research reports, by using forms of writing appropriate to different purposes and audiences (WR2.01D)
- produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (WR2.02D)
- consider the characteristics of the intended audience in selecting an appropriate form and developing the content of written work (WR2.03D)
- structure the introductory paragraphs of short essays using a clear statement of the topic or thesis, a device to engage the reader's interest, and an overview of the main points to be covered (WR3.02D)
- revise drafts to ensure that ideas are adequately supported by relevant details and facts and to achieve clarity, unity, and coherence (WR4.01D)

- revise drafts to ensure consistency in the use of first or third person and use of an appropriate level of language (WR4.02D)
- make constructive suggestions to peers in a writing conference (WR4.03D)
- consider reactions of teachers, peers, and others in revising and editing written work (WR4.04D)
- edit and proofread their own and others' writing, correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below (WR5.04D)
- use parts of speech correctly, including the infinitive and the gerund (WR5.05D)
- use a variety of resources to correct errors in spelling (e.g., dictionaries, spell checkers) (WR5.10D)
- select words and figurative expressions with understanding and sensitivity to enhance the persuasive or expressive power of their speech and writing (LG1.03D)
- select words and phrases consistent with the particular voice and tone required for a variety of informal and formal situations (LG1.04D)
- communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details (LG2.01D)

Planning Notes

Teachers will:

- provide time for daily independent silent reading.
- ensure that students have read selected short stories and understood terms and concepts taught in this unit.
- prepare a mini-lesson on poetic forms (e.g., haiku, free verse, the ballad ...).
- prepare a mini-lesson on parts of speech. Review nouns, verbs, adverbs, adjectives, interjections, etc.
- prepare the poetry assignment in which students are asked to choose 10-15 significant words from a chosen short story.
- create a handout listing a series of questions/instructions to help students deepen their understanding of the concepts of the short story, by drawing connections between the short story and the creation of the student poem (see Appendix 1.3.1).
- decide on student groupings that best meet the needs of Short Story Guide Questions of individual students.
- provide student groups with a checklist and rubric for assessment and an exemplar of analysis.
- prepare a review of the paragraph (topic sentence, development of topic supported by examples, facts, quotes, explanation of proof and how it supports the topic) for the written analysis.

Prior Knowledge Required

Students will have familiarity with:

- short stories studied in this unit; key terms and concepts studied (e.g., theme, character, plot, setting, literary devices, etc.);
- some poetic forms (e.g., free verse);
- paragraph structure.

Teaching/Learning Strategies

Students will read silently.

Each student will choose one of the short stories studied in this unit.

Teachers will review the parts of speech and each student will choose and list 10-15 significant words from the chosen short story (no interjections or articles). They may include a variety of nouns, verbs, adjectives and adverbs. (Teachers do not reveal the poetry assignment at this point.)

Teachers will ask students to create a poem using the 10-15 words selected from their chosen short story. The poem may focus on any subject and be written in any form with which they are familiar (e.g., haiku, ballad, free verse).

Students will:

- use the 10-15 selected words as the basis for their poem.
- use other words to create their poems, but they must include the 10-15 selected short story words and complete the poem for homework.
- are given the opportunity to create a poem using a poetic form with which they are familiar.

Teachers will encourage the students to use this as an opportunity to reflect on their cultural heritage as well as their religious faith.

Students will be grouped in small groups to meet individual needs and upon completion of the poems, will read/share their poems.

Teachers will distribute and explain a series of guide questions (see Appendix 1.3.1 – Short Story Guide Questions) to help students draw parallels between the student poem and the selected short story, thus deepening students' understanding of short story concepts and elements (e.g., If a student's poem's foundational words come from "The Lamp at Noon" by Sinclair Ross, the poem might reflect the story's arid desert-like prairie setting, or its confining atmosphere, or the conflict/struggle between the husband and wife, or its theme of survival).

Students will independently analyse their poem, responding to the specific guide questions provided by the teacher. This will be completed in class and/or for homework.

In their small groups students, using their created poems as a key and their answers to the guide questions, will define and elaborate upon one aspect of the short story and its connections to the poems shared in the group.

Teachers will monitor the small group discussions, offering comments, and suggestions and asking guide questions to help students stay on task. The teacher will move from group to group observing that students use short story terminology correctly, that students communicate results clearly using creative thinking skills and that students work co-operatively and with sensitivity to one another.

This is also a good opportunity for the teacher to comment on the connection between personal values and their influence on choices (e.g., if a student's poem reflects the struggle to create meaning in "The Lamp at Noon" by Sinclair Ross, the teacher could comment on Paul's lack of self knowledge and his inauthenticity manifested in his refusal to see his situation clearly and in his refusal to see and meet the needs of his wife. His pride and illusion led to poor choices and disaster).

In order to prepare the students to write a two to three paragraph assignment, teachers and students will review the structure of the paragraph (topic sentence, development of topic through facts, evidence, examples, quotes, explanation of examples and how they develop or support your topic).

Teachers will assign a two to three paragraph analysis of the poem and provide an example. Students will use the guide questions to write the analysis.

Students will edit their analysis in class in peer groups or in pairs and submit their individual poems and their edited analysis of the poem and its connection to the short story.

Assessment/Evaluation Techniques

Formative Assessment

- peer editing
- group work process – students are on task, working co-operatively and with sensitivity to each other
- group work discussion using short story terminology correctly, supporting evidence, applying that knowledge to the poem

Summative Assessment

- poem inclusion of vocabulary from the short story, poetic structure
- two to three paragraph analysis (parallels between the short story and the student poem)

Accommodations

Teachers will:

- provide the use of a laptop computer;
- provide a template of the paragraph assignment;
- provide a handout on parts of speech with accompanying examples (e.g., noun, verb, adjective, and adverb);
- conference with student (e.g., word selection and poetry selection);
- assign a peer mentor or peer tutor to work with a student throughout the process;
- provide multi-level groupings;
- negotiate enrichment activities with the student;
- arrange for students to work with a peer tutor, peer mentor, or senior student.

Resources

Bible: *The Holy Bible - New Revised Standard Version*. Nashville: Thomas Publishers, 1989.

A Dictionary of Literary Terms. Holman

English Workshop (Revised Canada Edition). HCB. ISBN 7747-1232-5.

Fanning, Peter and Maggie Goh. *Home and Homeland*. Toronto: Addison-Wesley Publishers and Rubicon Publishing, 1993. ISBN 0-201-60219-9

Glossary of Literary Terms. Abrams

The Grammar CD – ROM. AWL. ISBN 0-5822-7727-2

Hilken, Douglas, et al. *Transitions*. Toronto: Harcourt Brace and Company Ltd., 1995. ISBN 07747-0151-X

Iverson, et al. *Literary Experiences Vol 2*. Scarborough, Ontario: Prentice Hall Canada Inc, 1990. ISBN 0-13-538158-4

Kellow, Brian and John Krisak. *Prose - Short Forms*. Scarborough: Prentice Hall Canada Inc., 1990. ISBN 0-13-75301-5

Kirkland and Davies. *Inside Stories II*. Toronto: Harcourt Brace & Company Ltd., 1987. ISBN 0-7747-1272-4

Literature and Media International. Toronto: Thompson Publishing, 1999.

Poetry Alive - Reflections. AWL, 1998. ISBN 0-7730-5167-8

Mouldnad, E, ed. *Tracing On Warm Lines: A Selection of Canadian Poetry*. St. John's, Breakwater Books, 1995. ISBN 1-55081-089-8

Ryan, S.W.G. and T.P. Rossiter. *Literary Essays and Short Stories*. St. John's: Jesperson Press, 1992. ISBN 0-920502-42-3

SightLines 9 – Literature Anthology. Scarborough: Prentice Hall Ginn, 1999. ISBN 0-13-0821713

Web Sites

Catholic Poetry
http://www.newadvent.org/cathen/12174b

Limmerick and Haiku Poetry
http://www.inspot.com/ss/genres/poetry:htm

Appendix 1.3.1

Short Story Guide Questions

A

1. What aspect or element of the original short story does your poem reflect or represent? (plot, theme, character, setting)

2. In deciding upon which aspect or element of the short story to concentrate, consider the following:
   i) Does your poem come close to representing the author's atmosphere, setting, or tone?
   ii) Does your poem summarize the story's theme?
   iii) Is your poem symbolic? Does it use symbols or images from the story?
   iv) Does your poem portray a particular character's thinking or personality?
   v) Does the poem achieve the overall effect of the story?

3. Define the aspect or element of the short story as it is represented by your poem.

B

1. Locate passages in the story where this element or aspect is particularly evident.

2. Explain or show how these short story passages are similar to your poem. Show how the element or aspect of the short story evident in these passages is represented by your poem. This two to three paragraph analysis will be submitted with your poem.

Appendix 1.3.2

Group Work Process Observation Checklist

GROUP:

DATE:

TASK:

Assessment Code:
- 1 – Rarely
- 2 – At Times
- 3 – Most Times
- 4 – Often

Student's Name	Volunteers information or ideas with others in the group	Contributes information or ideas when called to do so	Willing to have ideas questioned	Questions the ideas of others	Modifies views when faces with new or conflicting evidence	Supports ideas with facts and details	Shows respect for the ideas of others	Listens without interrupting the viewpoints of others	Listens politely to the viewpoints of others without belittling them	Suppor the group b staying on task
1.										
2.										
3.										
4.										
5.										

Evaluated by:	Teacher ☐	Group Member ☐	Signature:

Appendix 1.3.3

Peer Editing

Paragraph Analysis of the Parallels Between the Short Story and the Student Poem

Student Name:

Assignment Title:

Student Editor: Date:

Organization Checklist		**Yes**	**No**
1.	Introductory paragraph clearly establishes the purpose of the writer.		
2.	Each paragraph has one main topic.		
3.	Each paragraph is consistent with the writer's purpose.		
4.	The conclusion is consistent with direction of the thesis topic that was established in the first paragraph.		
5.	The details are interesting and appropriate to the purpose.		
6.	Some important details seem to be missing.		
Proofreading Checklist			
1.	Each sentence is a complete thought.		
2.	All sentences begin with capital letters.		
3.	Capital letters are used to begin all proper nouns.		
4.	Quotations are used where necessary.		
5.	All words are spelled correctly.		
6.	All sentences end with the proper punctuation.		
Parallels Between the Poem and the Short Story			
1.	The parallels between the poem and the short story were clearly stated.		
2.	The writer proved his/her point.		

Activity 4: Voices Beyond the Shadows: 190 minutes

Description

Students will develop the knowledge and skills gained from the previous activities by writing, producing and performing a three- to five-minute dialogue. The dialogue activity will allow the students to think creatively and evaluate a character. The students, like the characters they portray, must stay true to themselves by affirming their unique individuality.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- recognize that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith) (1j)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- create, adapt, and evaluate new ideas in light of the common good (3b)
- demonstrate flexibility and adaptability (4b)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- examine and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities (4g)
- work effectively as an interdependent team member (5a)
- contribute to the common good (7j)

Strand(s): Writing; Language; Literature Studies and Reading

Overall Expectations

- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- use a variety of organizational techniques to present ideas and information logically and coherently in written work (WRV.03D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence. and effective use of stylistic devices (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01 D)
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces (LIV.02D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences (LGV.02D)

Specific Expectations

- analyse information, ideas, and elements in texts and synthesize and communicate their findings (LI1.05D)
- use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, point of view, and cultural and historical contexts, to understand and interpret examples of the genre (LI2.01D)
- produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (WR2.02D)
- select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing (WR2.04D)
- revise drafts to ensure that ideas are adequately supported by relevant details and facts and to achieve clarity, unity, and coherence (WR4.01D)
- use a variety of resources to correct errors in spelling (e.g., dictionaries, spell checkers) (WR5.10D)
- use punctuation correctly, including the semicolon (WR5.11D)
- use the comma, dash, and parentheses correctly to set off non-restrictive elements in a sentence (WR5.12D)
- identify examples of the use of idioms, euphemisms, slang, dialect, acronyms, academic language, technical terms, and standard Canadian English in oral and written work, and explain why the usage is effective in its context (LG1.01D)
- select words and phrases consistent with the particular voice and tone required for a variety of informal and formal situations (LG1.04D)
- recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for the following:
  - spelling: historical, academic, and technical terms;
  - punctuation: semicolon, non-restrictive phrases and clauses;
  - quotations from texts (LG1.07D)
- use rhetorical questions, emotional appeals, gestures, intonation, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations (LG2.05D)

Planning Notes

Teachers will:

- provide time for daily independent silent reading.
- review previous stories to show how characters are revealed (e.g., by what they say, what they do, what others say about them, what the narrator reveals about them).
- generate a list of questions to focus the students as a means of examining character (i.e. relate to personality attributes, beliefs, values, motivations, etc.).
- prepare a review of the character sketch and a lesson on character analysis.
- prepare a mini-lesson on comma, semi colon, dash, and parenthesis.
- prepare a mini-lesson on the use of dialogue, proper punctuation and quotation marks.
- generate, with students, a series of settings to direct the dialogue.
- teach a mini-lesson on dialect, idioms, slang and euphemisms.
- prepare a lesson on the selection of a “character role” and how to use an appropriate level of language to suit the form, purpose and audience.
- access portions of TV shows or films which demonstrate effective dialogue, and the use of dialect, slang, idioms and euphemisms.

- possibly invite senior drama students or community resources to assist students to write and perform their dialogues.
- establish a rubric/checklist for the dialogue assignment: written component, dialogue, performance, and use of community resource.

Teachers/students may initiate the pairings prior to story selection.

Students (e.g., ESL) may require accommodation in the area of the dramatization component of the assignment, therefore the teacher should consider this when pairing the students.

Teachers will:

- prepare a lesson on presentation skills: eye contact, intonation, engaging the audience, voice projection, appropriate pronunciation, and body language.
- meet with the librarian and technology teacher to establish computer lab time.
- provide time for daily independent reading.
- make connections between literature, media, life, and faith.

Prior Knowledge Required

- knowledge of the writing process
- familiarity with the short stories studied in this unit
- familiarity with the writing of a character sketch

Teaching/Learning Strategies

- Students will read silently.
- Students and teachers will review how character is revealed (what they say, what they do, what others say about them, and what the narrator says about them) using stories studied.
- each student will select a character from the list of short stories studied in Activity 2.
- Students will analyse the character selected based on teacher/student generated questions related to character (e.g., What motivates the character? What values does she uphold?).
- Teachers will review the writing of the character sketch and teach a lesson on character analysis.
- Each student will create a character analysis of his/her character.
- Students will draw comparisons between the character and their own life in a journal response reflecting on their cultural heritage and experiences and spiritual life.
- The analysis of the character, and the later creation of the dialogue provide excellent opportunities for students to make connections to literature, media, and life. Teachers are instrumental in helping Grade 10 students to see and to make these connections. As students prepare their character analysis they could examine how the character acts or does not act with integrity or examine the ways the character is hindered from being himself/herself.
- Students can then make connections between their own life, the short story, and the gospels. Jesus calls us to live authentically and to discover our deepest desires. In John's gospel, Jesus asks his followers, "what do you want?" Young people are easily influenced by media, peers and societal pressures. Students in journals and discussions, could explore how media, peers, and societal pressures keep them from being themselves. Sara Bar Breathnach, author of Simple Abundance, states, "An authentic life is the most personal form of worship."
- Teachers will teach a mini-lesson on dialect, idioms, slang and euphemisms and lead a discussion on slang used in the past and slang used today. Students will collect examples of slang and how it was created.
- Upon completion of the character analysis and journal responses, students will be placed in pairs to create a dialogue between their selected characters from different stories.
- Teachers will teach a lesson on writing dialogue.

- Teachers will show portions of TV shows or film which demonstrate effective dialogue and the use of dialect, slang, idioms and euphemisms.
- Teachers, using TV clips, short story examples and exemplars, will show students how to select and maintain a role by using an appropriate level of language to suit the form, purpose, and audience.
- Teachers will provide an exemplar for the dialogue prior to writing.
- Student pairs will select a setting from a list devised by the teacher and/or students (e.g., the zoo, the doctor's office, the park).

Students will:

- access community resources and/or senior drama students to assist them in the writing and performing of the dialogue.
- write the dialogue between the two characters with instructions that there be some kind of conflict between the characters.
- use conflict management skills and sensitivity toward their partner and the issues involved in light of Gospel teachings.
- conference with the teacher on their character dialogue.

Teachers will:

- provide indirect teaching during the time the students are writing in pairs.
- give reinforcement lessons where required in the area of quotations, tone, spelling and grammar.
- instruct students on presentation skills: eye contact, intonation, engaging the audience, voice projection, appropriate pronunciation and body language.
- provide a checklist for the dialogue performance (see Appendix).
- prepare alternate tasks for those students who are not presenting a dialogue.

Students will:

- perform their dialogues within class.
- be given computer lab time to edit their dialogue, and submit their edited dialogue.

Assessment/Evaluation Techniques

Formative Assessment

- personal journal response – content and style
- teacher led conferences – editing check list
- use of the writing process – peer and self evaluation

Summative Assessment

- character analysis – content and style
- written dialogue – content, proper punctuation, correct use of punctuation marks, evidence of use of community resources
- dialogue performance – rubric

Accommodations

Teachers will:

- provide the use of a laptop computer;
- provide modifications that are consistent with the student's IEP;
- provide a scribe where appropriate;
- modify written/oral requirements;
- use multi-level groupings;
- allow students to use audio or videotape to present their dialogues;
- be sensitive to pairing ESL students in dialogues (e.g., use of dialect);

- negotiate with students the nature of the enrichment activity (e.g., students will perform a monologue based on a character in the short story);
- provide opportunities for remediation and schedule one-to-one conferences with the student throughout the activity.

Resources

Bible: *The Holy Bible - New Revised Standard Version*. Nashville: Thomas Publishers, 1989.

Catechism of the Catholic Church. Canadian Conference of Catholic Bishops, 1996. ISBN-0-7747-0151-X

Dawe, R, et al. "How to Read a Dramatic Script". Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-1-012906-02

Fanning, Peter and Maggie Goh. *Home and Homeland.* Toronto: Addison-Wesley Publishers and Rubicon Publishing, 1993. ISBN 0-201-60219-9

Hanley, Boniface. *O.F.M. Ten Christians*. Ave Maria Press, Paterson, N.J.: 1979.ISBN 0-87793-183-6

Hilken, Douglas, et al. *Transitions*. Toronto: Harcourt Brace and Company Ltd., 1995. ISBN 07747-0151-X

Iverson, et al. *Literary Experiences Vol 2.* Scarborough, Ontario: Prentice Hall Canada Inc, 1990. ISBN 0-13-538158-4

Kellow, Brian and John Krisak. *Prose - Short Forms*. Scarborough: Prentice Hall Canada Inc., 1990. ISBN 0-13-75301-5

Kirkland and Davies. *Inside Stories II*. Toronto: Harcourt Brace & Company Ltd., 1987. ISBN 0-7747-1272-4

Literature and Media International. Toronto: Thompson Publishing, 1999

Longman Interactive English Dictionary. CD-ROM. Don Mills, Ontario: Addison Wesley, Longman, (c) 1998. ISBN 0-582-23694-0

McCabe, Margaret E. and Jacqueline Rhoades. *The Nurturing Classroom*. California: ITA Publications, 1989.

Ryan, S.W.G. and T.P. Rossiter. *Literary Essays and Short Stories*. St. John's: Jesperson Press, 1992. ISBN 0-920502-42-3

Short Stories: Characters in Conflict (2nd Edition 1996). Toronto: Harcourt Brace and Company Ltd., ISBN 03-008463-6

SightLines - Literature Anthology. Scarborough: Prentice Hall Ginn, 1999. ISBN 0-13-0821713

Tompkins, Jane. *Reader Response Criteria: From Formalism to Post Structuralism.*

Transitions. HBJ, 1995. ISBN 0-7747-0151-X

Mastering Effective English. Toronto: Copp Clark Pitman Ltd., 1980. ISBN 07730-2307-0

Sheridan, E.F, ed. *The Social Teaching of the Canadian Catholic Bishops*. Editions Paulines and The Jesuit Centre for Social Faith and Justice, 1987.

Swartz, L. *Drama Themes - A Practical Guide For Teaching Drama.* Markham, 1998. ISBN 0-921217-21-8

Web Sites

Asian Canadian Literature
http://www.asian.ca/books

Black Canada
www.yorku.ca/research/aconline/spshwrt.htm

Literature Resources for High School Students
http://www.teleport.com/~groves

Native Web (Stories, Poetry, Book Review)
http://web.maxwell.syn.edu/nativeweb

Native Canadian Women Writers
http://www.nlc-bnc.ca/service/enature.htm #3

Short Story
http://www.web.net/~storytel/listings

Appendix 1.4.1

Checklist For Performance Dialogue - Activity 4

The length of the dialogue is 3 to 5 minutes

	Skills			
	Limited	**Some**	**Considerable**	**Thorough**
CHARACTER REVELATION • Does the student in the role of his or her chosen character say at least five things that reveal the character? • Is the tone of voice of the student and content of the dialogue consistent with the character as portrayed in the short story (i.e., Does Walter Mitty remain meek and soft spoken until he enters his fantasy world?)? • Does the student have the character perform actions that are consistent with their chosen character (i.e. habits, mannerisms, gestures and body language)? • Does the student do at least three things that reveal the chosen character? (i.e., do Miss Brill's eyes drop?) • Does the student have his or her chosen character make at least two comments which reveal the other character (Does Miss Brill tell Walter Mitty that she envies his exciting adventures)				
VOICE • Does the student maintain the character's voice and use an appropriate level of language? • Is the student's voice audible and expressive?				
CONTENT • Does the presentation demonstrate: coherence? organization? plausibility?				
CREATIVITY • Does the presentation have a dramatic impact?				
SUPPORT • Does the presentation make use of: props? costume? • music?				

Activity 5: Sharing Our Voice

Time: 280 minutes

Description

In this activity the teacher will review/teach the basic essay structure (introduction, body, conclusion). The student will formulate a thesis and find proof to support the thesis and follow the basic structure of the essay. Using models provided, students will be introduced to the comparison and contrast essay form. The student will participate in the writing process, teacher conferences, and peer editing. The student will exercise Christian leadership in achieving excellence, originality, and integrity in his/her own work and support these qualities in the work of others.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- integrate faith with life (1i)
- read, understand and use written materials effectively (2b)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- work effectively as an interdependent team member (5a)
- achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others (5g)
- accept accountability for one's own actions (7b)
- contribute to the common good (7j)

Strand(s): Writing; Language; Literature Studies and Reading

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01 D)
- use a range of print and electronic sources to gather information and explore ideas for written work (WRV.01D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- use a variety of organizational techniques to present ideas and information logically and coherently in written work (WRV.03D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence. and effective use of stylistic devices (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)

Specific Expectations

- investigate potential topics by formulating questions, identifying information needs and purposes for writing and developing research plans to gather data (WR1.01D)

- demonstrate an understanding of a range of literary and informational forms, such as poems, narratives, comparison-and-contrast and cause-and-effect essays, speeches, and research reports, by using forms of writing appropriate to different purposes and audiences (WR2.01D)
- select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing (WR2.04D)
- structure the introductory paragraphs of short essays using a clear statement of the topic or thesis, a device to engage the reader's interest, and an overview of the main points to be covered (WR3.02D)
- use a pattern such as comparison and contrast, cause and effect, or classification to structure short essays (WR3.03D)
- revise drafts to ensure that ideas are adequately supported by relevant details and facts and to achieve clarity, unity, and coherence (WR4.01D)
- revise drafts to ensure consistency in the use of first or third person and use of an appropriate level of language (WR4.02D)
- make constructive suggestions to peers in a writing conference (WR4.03D)
- consider reactions of teachers, peers, and others in revising and editing written work (WR4.04D)
- identify borrowed information, ideas, and quotations and use a variety of techniques to incorporate them smoothly into written work and independent research projects (WR5.01D)
- edit and proofread their own and others' writing, correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below (WR5.04D)
- construct a variety of complete and correct sentences (including compound-complex sentences), using prepositional, adjective, and adverb phrases; infinitive, participial, and gerund phrases; and noun, adjective, and adverb clauses (WR5.06D)
- use verb voice (i.e., active and passive) to suit purpose and audience (WR5.07D)
- use a variety of resources to correct errors in spelling (e.g., dictionaries, spell checkers) (WR5.10D)
- use punctuation correctly when quoting short passages from texts (WR5.13D)]
- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a range of genres, including novels, plays, short stories, poetry, opinion pieces, reports, short essays, full-length non-fiction works, newspapers, magazines, and reference materials (LI1.01D)
- use relevant, significant. and explicit information and ideas from texts to support interpretations (LI1.04D)
- present sufficient significant evidence from a text to support opinions and judgements (LI1.06D)
- select words and phrases consistent with the particular voice and tone required for a variety of informal and formal situations (LG1.04D)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech, including infinitives and gerunds;
  - types of sentences, including compound-complex sentences;
  - components of sentences, including prepositional, adjective, and adverb phrases; infinitive and gerund phrases; noun, adjective, and adverb clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice (LG1.05D)
- recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for the following:
  - spelling: historical, academic, and technical terms;
  - punctuation: semicolon, non-restrictive phrases and clauses;
  - quotations from texts (LG1.07D)

Planning Notes

Teachers will:

- provide time for daily independent silent reading.
- use an informal diagnostic assessment to determine students' knowledge of the basic essay structure.
- prepare notes (board or overhead) on tools for reading an essay: subject matter, purpose, audience, vehicle/form, context, structure and style.
- prepare notes for the basic essay structure: introduction, thesis, body, conclusion.
- prepare a model essay exemplar which contains an effective introduction, body and conclusion.
- prepare a lesson on the comparison/contrast essay.
- provide sample comparison/contrast essays with which to examine the form.
- create questions for the comparison/contrast essay focussing on structure, strategy, content and purpose to focus students' analytical reading.
- provide an essay outline for student writing.
- teach a mini-lesson on active and passive voice and the use of first and third person. At this time also review compound/complex sentences and paragraphing.
- teach a mini-lesson on subject/verb agreement and consistency of verb tense/voice (subject/verb agreement) and pronoun and antecedent.
- provide peer editing time and organize teacher/student conferences.

Teachers and students will compile a list of appropriate challenging topics for the compare/contrast essay that relate to the short story (e.g., comparing two characters, or use of irony in two stories).

Teachers will:

- provide opportunities for students to refine their comparison/contrast essay skills.
- provide a rubric/checklist for the assessment of the comparison/contrast paper.
- teach the writing process (prewrite, write, edit, rewrite) and prepare a lesson on quote documentation and referencing.
- arrange for senior English students to assist with the editing process and create editing groups based on individual student writing needs.
- create a checklist to monitor group work.
- arrange for computer lab time.

Prior Knowledge Required

- familiarity with the basic essay structure
- experience with the writing process and paragraph structure

Teaching/Learning Strategies

Students will read silently.

Teachers will introduce important tools for reading an essay: subject matter, purpose, audience, form, context, structure, and style and use an informal diagnostic assessment to determine students' knowledge of the basic essay structure.

Students and teachers will review/teach the basic essay structure: introduction, thesis, body (topic sentences, the use of examples, facts, quotes to support the thesis) and conclusion.

Teachers will:

- provide students with a model essay which contains an effective introduction, body, and conclusion. Students will use the important tools for reading an essay: subject matter, purpose, audience, form, content, structure, and style in the analysis of the essay.
- teach a mini-lesson on active and passive voice and the use of first and third person. At this time also review compound/complex sentences.

- teach a mini-lesson on subject/verb agreement and consistency of verb voice (subject/verb agreement) and the pronoun antecedent.
- introduce students to the comparison/contrast essay, define the terms compare/contrast, and state the purpose of various techniques or methods of comparison/contrast. (*Canadian Content* edited by Sarah Norton and Nell Waldman suggests two formats: chunk or slice.)
- provide a variety of introductory models.
- provide a sample model of the comparison/contrast essay. Teachers will create and distribute a series of questions to help students analyse the essay. Questions should focus on structure, strategy, content, and purpose.

Students will discuss their answers in a large group where teachers can ensure students' understanding of structure, strategy, content and purpose.

Students and teachers will create and distribute a list of topics that relate to short stories studied (e.g., a comparison of two short story characters or a contrast of the use of irony or development of theme in the stories).

Teachers will:

- create and distribute a rubric/checklist for the comparison/contrast essay.
- teach students how to document quotes and how to format quotes in their essay.
- teach/review the writing process and provide students with a blank essay outline for their writing.

Students will begin the writing process in class (brainstorming, finding support from the text, filling out an outline, writing draft introductions, thesis, etc.).

Teachers will arrange time to conference with students to ensure that students have written an effective thesis, an introduction, and have completed the outline in a clear, organized manner with ample examples to support the thesis.

Students will use class and homework time to write a draft version of their essays.

Teachers will:

- divide the students into peer editing groups based on individual student writing needs and students will assist each other in editing their essays.
- access senior students to assist in the editing process.
- circulate among the groups and monitor students' progress for their commitment to task and their co-operation.
- observe students applying their skills and knowledge and encourage them to exercise Christian leadership. Teachers will provide assistance to students where needed (e.g., ask clarifying questions to help students write thesis, introductions, give suggestions for improvement, etc.).

Students will submit their outline, draft copy, and polished essay for assessment, as each is completed.

Assessment/Evaluation Techniques

Formative Assessment

- diagnostic assessment – knowledge of basic essay structure
- oral participation – analysis of models
- questions regarding structure/strategy of essay completed
- essay outline
- essay rough draft
- teacher conferences
- writing process
- peer editing

- use of documentation and referencing
- teacher observation - use of class time, co-operative skills, problem solving, Christian leadership skills

Summative Assessment

- comparison/contrast essay (rubric/checklist - Appendix 1.5.1): structure, style, and content

Accommodations

Teachers will:

- provide the use of a laptop computer;
- highlight examples of grammar and language being studied in the activity;
- modify the time requirement as needed;
- assign a scribe when necessary;
- limit the length of the essay;
- meet with the resource staff prior to activity;
- modify the assignment (e.g., comparison of characters within one's story);
- provide extra conferences where necessary for remediation (e.g., active and passive voice, pronoun and antecedent);
- negotiate enrichment activities with student (e.g., compare and contrast the use of symbols in two short stories).

Resources

Blumerthal, Joseph C. *English Workshop (Revised Canadian Edition) Fourth Course*. Toronto: Harcourt Brace and Company Canada. ISBN 7747-1232-5

Norton, Sarah and Nell Waldman, eds. *Canadian Content,* 4th Edition. Toronto: Harcourt Brace Canada, 1999. ISBN 7747-3518

The Canadian Press Style Book. Canadian Press Books.

Ellsworth, B.A. Keller. *English Simplified, Third Canadian Edition*. Scarborough: Harper Collins College Publishers, 1996.

Hilken, Douglas, et al. *Transitions.* Toronto: Harcourt Brace and Company Ltd., 1995. ISBN 07747-0151-X

Iverson, et al. *Literary Experiences Vol 2*. Scarborough, Ontario: Prentice-Hall Canada Inc, 1990. ISBN 0-13-538158-4

Kirkland and Davies. *Inside Stories II*. Toronto: Harcourt Brace & Company Ltd., 1987. ISBN 0-7747-1272-4

Literature and Media International. Toronto: Thompson Publishing, 1999

Longman Interactive English Dictionary. CD-ROM. Don Mills, Ontario: Addison-Wesley, Longman, (c) 1998. ISBN 0-582-23694-0

Ryan, S.W.G. and T.P. Rossiter. *Literary Essays and Short Stories*. St. John's: Jesperson Press, 1992. ISBN 0-920502-42-3

SightLines - Literature Anthology. Scarborough: Prentice Hall Ginn, 1999. ISBN 0-13-0821713

Mastering Effective English. Toronto: Copp Clark Pitman Ltd., 1980. ISBN 07730-2307-0

Freebairn, I. and Hilary Reese. *The Grammar CD-ROM*. Don Mills, Ontario: Addison-Wesley, Longman. ISBN 0-582-23694-0

Appendix 1.5.1

Compare/Contrast Essay/Checklist

Name:

Legend: 1 - Limited 2 - Satisfactory 3- Skilled and Effective 4 - Impressive and Refined

A - CONTENT

i) Effective Introduction (K/U; T/I)
captivates the reader's interest
leads to thesis point by providing background/context
states thesis

ii) Effective Conclusion (K/U; T/I)
restates main points
provides closure
provides insightful, relevant comments

iii) Thesis Statement (K/U; T/I)
clearly defined and accurate
concisely worded
effectively guides the essay
follows format/pattern of a compare/contrast thesis

iv) Organization (K/U; T/I)
shows knowledge of the form and purpose of comparison and contrast
clear and concise topic sentences
logically developed
paragraphs are purposeful and well structured
sufficient detail and insight
ideas are clearly linked to thesis

v) Supporting Evidence (K/U; T/I)
sufficient examples, quotations and references
quotations are introduced and interpreted
quotations are relevant
quotations are documented properly

B - STYLE

i) Mechanics (App/Com) Level
spelling and vocabulary
grammar (subject/verb agreement, pronouns, antecedents)
uses degrees of comparison/contrast
proper paragraphing
punctuation
use of the writing process

ii) Style (App/Com)
consistent tense (use of 1st or 3rd person)
clarity of expression
consistent use of active and/or passive voice
sentence structure (compound/complex sentences, no run-on sentences, fragments)
effective parallel structure

iii Presentation (App/Com)
proper use of documentation
proper title page
accurate/complete works cited
typed and visually aesthetic

C - AREAS FOR IMPROVEMENT

Unit 2: Novel: The Human Journey

Time: 21 hours (17 hours and 4 hours for skills development)

Unit Description

In this unit the students will be given the opportunity to critically examine the novel within the context of their own lives by exploring values and related issues in the novel. The teacher will assist the students by providing activities that facilitate this exploration through group discussion, theme/symbol jigsaw, presentations, journal writing, and creative extension. The exploration will permit the students to examine their lives in light of gospel values.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1e, 1i, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4f, 4g, 5a, 5b, 5e, 5g, 6e, 7g.

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations: LIV.01D-03D; WRV.01D-05D; LGV.01D-02D; MDV.01D; MDV.02D.

Specific Expectations: LI1.01D-08D, LI2.01D-03D; LI3.01D-03D; WR1.01D-04D; WR2.02D-04D; WR3.01D; WR4.01D-04D; WR5.01D-07D; WR5.09D-WR5.13D; LG1.03D-07D; LG2.01D-06D; LG2.08D; MD1.01D-03D; MD2.02D.

Activity Titles (Time + Sequence)

Activity 1	Preparing for the Journey	210 minutes
Activity 2	Uncovering the Sign Posts	315 minutes
Activity 3	Guided Journey	315 minutes
Activity 4	Stepping Stones	420 minutes

Unit Planning Notes

Teachers will:

- provide time for daily independent silent reading.
- provide time for use of the dictionary log.
- provide a selection of novels reflective of student interest and the Canadian mosaic.
- choose a novel reflective of student interest.
- use the issues and values which arise throughout the novel as a springboard for discussion of Catholic social teachings and values.
- assign activity one prior to beginning the novel.

Activities two and three occur simultaneously.

Teachers will:

- compile models and exemplars to demonstrate each activity where possible.
- create task specific rubrics checklists and a research template for the unit.
- ensure they have resources which highlight components of the various genres: historical, fiction, mystery, science fiction, horror, romance, fantasy, and satire.
- have access to a book of literary terms.
- caution students to use the Internet prudently and safely.
- continue to use the writing journal and vocabulary log used in the short story unit.
- teach mini-lessons on grammar and language skills.
- review conflict management skills and strategies for co-operative group dynamics and familiarize themselves with the jigsaw group strategy.

- review reading strategies and methods to improve student learning.
- access film versions of the novel to further the study of the novel.
- prepare tests and quizzes.
- be conscious of using a balanced approach to teaching (teacher-directed and student-directed).
- teachers will meet with teacher/librarians to compile a variety of resources and arrange resource time.
- be cognizant of the fact that the culminating activity should be introduced and individual novels selected by the end of this unit.
- provide opportunities for student input and initiative throughout the unit.

Teachers must be cautioned if they choose novels which contain sensitive subject matter, they must address bias. Teachers may access community resources for assistance.

Prior Knowledge Required

The student will have:

- familiarity with short stories, novels, and films;
- group work experience from Grade 9 programs;
- awareness of current events;
- research experience (skills);
- examined themes and symbols previously in short story unit;
- analysis techniques;
- knowledge of elements of prose and literary terms.

Teaching/Learning Strategies

Students will:

- read their independent novel silently.
- respond to assigned questions.
- be given the opportunity to select, as a class, the novel for study if desired.
- choose from a variety of reading methods (silent, pairs, whole class).
- explore, through critical analysis, the values, related issues and themes of the novel using guide questions.
- participate in daily discussion in small and large groups.
- prepare an analysis of the novel based on the literary terms and activities.
- explore the link between the ideas in the novel and how they relate to us as Catholic individuals, reflective of culture and personal experiences.
- analyse literary devices and elements and their progressive development within a novel.
- work in a jigsaw group format.
- respond to the issues raised in the novel using journals as a means to make connections between their lives and the text.

Teachers will:

- teach how to introduce and interpret quotations.
- ensure the writing assignment, the expectations and the assessment criteria are clear and consistent for each task and are distributed simultaneously.

Students will apply their knowledge further by using creative extensions.

Teachers will:

- provide students with access to resources in the school library and community.
- encourage students to be sensitive to the values and opinions of others.
- initiate discussion based on open-ended questions, using a variety of discussion methods (e.g., large group, small group).
- teach and review grammar rules and language skills as deemed appropriate to the activity.
- review the definitions of literary terms, stylistic devices and elements of the novel.
- present models exemplifying the requirements of an activity where necessary.

Students will:

- create handouts to summarize their findings where necessary.
- evaluate their performance and the performance of peers periodically during group activities.
- use reading strategies to read critically.
- keep a vocabulary log.

Teachers will administer vocabulary quizzes and a novel test.

Students will watch the film version of the novel to explore the differences.

Students and teachers will collaborate at times to generate the assessment criteria.

Teachers will access a cross section of genre forms.

Students will be placed in groups to research and classify a work according to genre.

Teachers will monitor group work.

Students will edit their assignments individually and in groups.

Teachers will introduce the culminating activity at the end of the novel unit.

Students will select a novel on a genre of their choice for reading and analysis. This work is preparatory for the culminating activity.

Assessment and Evaluation

Formative Assessment

- written reflection
- homework check
- self- and peer evaluation
- quotation analysis
- informal oral presentation
- informal and formal teacher observation
- checklists (group work, participation in class and during group discussion)
- reader response journals
- written response to guide questions
- preparation of dramatization and handout
- journal writing
- peer editing of handout
- creative presentation of genre
- peer editing
- group and class participation

Summative Assessment

- independent pre-reading activity
- group jigsaw presentations

- vocabulary quiz
- creative extension piece (rubric)
- student dramatization
- novel test
- oral presentation (formal and informal)
- student selected journal entries
- genre handout
- written summary
- test on literary devices and elements of the novel

Accommodations

Teachers will:

- allow for the use of a laptop computer.
- provide alternative arrangements for oral presentations.
- provide resource help for students with reading difficulties
- provide the resources for the media research task.
- reduce the content requirement for individual students.
- provide an audio taped version of the novel for students with reading difficulties.
- modify the time requirement for the student.
- provide the novel in advance for the student.
- form multi-level groupings.
- allow the student to provide an oral rather than a written response.
- ensure that the tasks are reflective of the individual student's IEP.
- provide a scribe for the student when required.
- provide works in advance for students.
- provide access and use of video/editing equipment to accommodate special needs (i.e., speech impediment, learning impaired)
- provide (when possible) an abridged version of the novel.
- negotiate with students the nature of the enrichment activity .

Resources

Books

Wood, Monica, ed. *12 Multicultural Novels*. St. Stephen, NB: Weston Walch, 1999. ISBN 0-2901X-474
A glossary of literary terms (e.g., *A Glossary of Literary Terms*, Abrams; *A Dictionary of Literary Terms*, Homan)
Mastering Effective English. Toronto: Copp Clark Pitman Ltd., 1980. ISBN 07730-2307-0
Canadian Oxford Dictionary. Oxford University Press, 1999. ISBN 0-19541120-X

Novels

Adventure (Canadian Authors)

Boraks-Nemetz, Lillian. *The Sunflower Diary*. Roussan Publishing, 1999.

Demczyna, Antonina. *From East to West*. Essence Publishing, 1996. (Belleville author)

Feagan, Robert. *Napachee*. Sandcastle, 1999.

Hobbs, Will. *Far North*. Avon Books, 1996.

Kuper, Jack. *Child of the Holocaust*. Stoddart, 1967.

Lang Collura, Mary Ellen. *Winners*. Greystone Books, 1984.
McNaughton, Janet. *Catch Me Once, Catch Me Twice*. Stoddart, 1994.
McNaughton, Janet. *To Dance at the Palais Royale*. Stoddart Kids, 1996.
Rivers, Karen. *Dream Water.* Orca Book Publishing, 1999.
Walters, Eric. *Trapped In Ice*. Shortlisted for Ruth Schwartz Aware, Puffin Books, 1997.
Walters, Eric. *War of the Eagles*. Orca Book Publishing, 1998.
Wennick, Elizabeth. *Changing Jareth*. Polestar Book Pub., 1999.
Wynne-Jones, Tim. *The Maestro*. Vancouver: Groundwood Book, 1995.

Science Fiction

Gibson, William. *Idory*. Berkley Books, 1996.
Gibson, William. *Neuromancer*. Ace Books, 1984.
Huff, Tanya. *Wizard of the Grove.*
Pullman, Philip. *The Golden Compass*. A Del Ray Book, 1995.
Sawyer, Robert. *Frameshift*. Tom Doherty Associates Book, 1997.
Sawyer, Robert. *Illegal Alien*. Ace Books, 1997.
Sihihab Nye, Naomi. *Habibi*. Aladden Paperbacks, 1997.

Other

Bradbury, Ray. *Fahrenheit 457.*
Christie, Agatha. *Thirty-Nine Steps*.
Greene, Graham. *The Power and the Glory*.
Kinsella, W.P. *Shoeless Joe*.
Knowles, John. *A Separate Peace*.
Mitchell, W.O. *Who Has Seen The Wind*.
Wells, H.G. *The Invisible Man*.
Wells, H.G. *The Time Machine*.
Wyndbaum, John. *The Chrysalids*.

Web Sites

A list of storytellers
http://www.web.net/~storytel/listings.htm

Canadian Novels
http://uicv.utoronto.ca/library/guides/canlit.html

Multicultural Heroines - Ten Contemporary Titles
http://scholar.lib.ut.edu/e journal/ALAN

Activity 1: Preparing for the Journey

Time: 210 minutes

Description

The reading and examination of the novel is an exploration of the human journey. In preparing for the novel and in order to facilitate student growth and awareness, students will explore, research, and discuss themes, issues, values, and historical moments relevant to the novel. Special emphasis will be placed on the human condition and the importance of Christian values as a means to improve life experience. The teacher will assist the students in making links between the past, current events, and the similarity to their own lives and their growing faith journey. It is hoped after having explored some of the central ideas, values, or historical time and places, the student will begin the novel with a broader understanding of its relation to themselves and contemporary society.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- integrate faith with life (1i)
- listen actively and critically to understand and learn in light of gospel values (2a)
- recognize there is more grace in our world than sin and that hope is essential in facing all challenges (3a)
- adopt a holistic approach to life by integrating learning from various subject areas and experience (3e)
- examine and reflect on one's personal values, abilities, and aspirations influencing life's choices and opportunities (4g)
- respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)

Strand(s): Literature; Writing; Language; Media Studies

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01 D)
- use a range of print and electronic sources to gather information and explore ideas for written work (WRV.01D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence. and effective use of stylistic devices (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences (LGV.02D)
- analyse a range of media forms to identify their elements, audiences, and production practices, and draw conclusions about how these factors shape media works (MDV.0ID)

Specific Expectations

- explain how historical or cultural contexts shape the information and ideas in a text (LI1.08D)
- use the information and ideas generated, researched, and evaluated to develop the content of written work (WR1.04D)
- analyse information, ideas, and elements in texts and synthesize and communicate their findings (LI1.05D)
- present sufficient significant evidence from a text to support opinions and judgements (LI1.06D)
- use knowledge of elements of opinion pieces, such as overt statement of a position or opinion, type of diction, tone, paragraphing, transition words and phrases, selective supporting detail, allusions, and appeals to authority, to understand and interpret examples of the genre (LI2.03D)
- investigate potential topics by formulating questions, identifying information needs and purposes for writing and developing research plans to gather data (WR1.01D)
- produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (WR2.02D)
- revise drafts to ensure that ideas are adequately supported by relevant details and facts and to achieve clarity, unity, and coherence (WR4.01D)
- consider reactions of teachers, peers, and others in revising and editing written work (WR4.04D)
- edit and proofread their own and others' writing, correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below (WR5.04D)
- spell specific historical, academic, and technical terms correctly (WR5.09D)
- use a variety of resources to correct errors in spelling (WR5.10D)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech, including infinitives and gerunds;
  - types of sentences, including compound-complex sentences;
  - components of sentences, including prepositional, adjective, and adverb phrases;
  - infinitive and gerund phrases; noun, adjective, and adverb clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice (LG1.05D)
- recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for the following:
  - spelling: historical, academic, and technical terms;
  - punctuation: semicolon, non-restrictive phrases and clauses;
  - quotations from texts (LG1.07D)
- communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details (LG2.01D)
- plan and make oral presentations independently, adapting vocabulary and using methods of delivery to suit audience, purpose, and topic (LG2.04D)

Planning Notes

Teachers will provide time for daily independent silent reading.

Teachers and students will choose a novel reflective of our Canadian multicultural society and student interest.

Teachers will:

- choose a number of key points (e.g., issues, values, historical moments) to highlight from the novel. These issues and values could also be chosen as a springboard for discussion of Catholic social teaching and Catholic values.
- assign this activity two weeks prior to beginning the novel unit.

- create a detailed explanation of the pre-reading activity.
- invite students to collaborate in formulating a series of open ended questions for research and discussion to raise consciousness and aid in students' moral development (e.g., Is intolerance ever allowable?).
- students to use technology (Internet) prudently and safely.
- continue with the writing journal introduced in the short story unit.
- review a mini-lesson on agreement between pronoun and antecedent and subject and verb.
- teachers and students will develop an oral presentation rubric.

Prior Knowledge Required

Students will:

- have experienced group work;
- acquired analysis techniques learned during the short story;
- some awareness of current events.

Teaching/Learning Strategies

- Students will read silently.
- Teachers will introduce the activity by inviting each student to select his or her topic (or asking each student to choose) (i.e. issue-racism, value-honesty, historical event - the depression). Some students will have the same topic.
- Teachers will ask the students individually to find (5-10) examples of their topic in our society in the weeks preceding the study of the novel. To accomplish this, the student will search for newspapers, magazine articles, news items, commercials on television programs, which depict the topic, as well as individuals or authors who reflect the topic.
- Students will compile their findings into a form (scrapbook, collage), as instructed by the teacher, to hand in with a short summary detailing how their examples reflect their topic.
- Students, after the appointed time frame, will share one of their examples with the rest of the class in an informal presentation.
- An alternate assignment may be given for the oral presentation.
- As some students will have the same topic, these presentations should remain individual, but be grouped together for coherence.
- After the presentations, the teacher will then lead a class discussion on each topic given.
- To raise awareness of how these issues affect us today, the teacher will guide the discussion using open-ended questions which would allow for maximum student involvement.
- Teachers will make links between the ideas from the novel and how they relate to us as Catholic individuals, thus setting the stage for the novel. This discussion will highlight our diversity within a cultural framework.
- Most novels explore the human condition: suffering, transformation, growth, alienation, discrimination, etc. Many novels explore how people exploit and oppress those who are different, as is demonstrated in *The Chrysalids* by John Wyndham and in *Winners* by Mary Ellen Lang Collura. Through discussion and writing, students will be encouraged to reflect on their own experiences of discrimination. Young people are usually very keen to share how adults discriminate against youth. Teachers are cautioned to handle such discussions sensitively. Teachers might direct students to examine why people oppress others and to critique the causes through the filter of the gospel (e.g., people dominate others because they are insecure, lack self worth, or because they pursue false ideals of success or happiness. What do the gospels say about success or happiness? What do the gospels say about our worth? In the story of Loaves and Fishes, Jesus tells us "we have enough", "we are enough". If we truly believe that we are loved and accepted and that we have enough, why would we oppress others?).

- Teachers will review subject/verb agreement and pronoun/antecedent.
- After discussion, the students will reflect on one topic in their journal, using the knowledge gained from the individual presentations and the discussions, relating the topic to the human condition.
- Teachers will be sensitive and encourage students to be sensitive to the values and opinions of others.

Assessment/Evaluation Techniques

Formative Assessment
- journal reflection
- participation in group discussion
- written reflection – content and style

Summative Assessment:
- independent pre-reading activity – examples and written summary
- informal oral presentation

Accommodations

Teachers will:
- allow for the use of a laptop computer.
- provide for alternate arrangements for oral presentation (e.g., audio tape, videotape or a written presentation) .
- ensure that resources are available for students without access (e.g., newspapers, magazines).
- provide a peer tutor/mentor to help with the search for material on the topic.
- provide opportunities for remediation (e.g., verb - subject agreement) through one-to-one conferencing.
- provide detailed questions about the journal activity.
- foster a positive attitude among students in the class toward accommodating the special needs of individuals, multi-leveled groupings.
- negotiate with students the nature of the enrichment activity (e.g., research how different media depict the value being researched).

Resources

Refer to suggested novel list in Unit Overview.

St. Joseph 2000 Annual Sunday Missal, Canadian Edition. New Jersey: Catholic Book Publishing Company, 1999. ISBN 089942

Holy Bible New Revised Standard Version. Nashville: Thomas Nelson Publishers, 1989.

Sheridan, E.F, ed. *Do Justice - The Social Teaching of the Canadian Catholic Bishops.*

Media Literacy Project: provides curriculum materials
http://www.babson.edu/medialiteracyproject/3.htm

magazines/newspapers/various print resources

teacher/ librarian and technology teacher

Internet

CD-ROM resources

Activity 2: Uncovering the Sign Posts

Time: 315 minutes

Description

In this activity teachers will encourage students to analyse key themes and symbols in the assigned class novel. Teachers will assign this task prior to the reading of the novel. Students will search for and cite quotations reflective of each theme or subject in the novel. Students will share their findings through discussion and group work. The vehicle to promote this study will be student-selected quotations for personal interpretation and personal reflection. This activity explores issues which support Jesus' life example and his message of compassion and social justice.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- speak the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith) (1e)
- read, understand, and use written materials effectively (2b)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- examine, evaluate and apply knowledge of interdependent systems (physical, political, ethical, socioeconomic and ecological) for the development of a just and compassionate society (3f)
- examine and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities (4g)
- think critically about the meaning and purpose of work (5b)
- minister to the family, school, parish, and wider community through service (6e)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01 D)
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces (LIV.02D)
- identify and explain the effect of specific elements of style in a range of literary and informational texts (LIV.03D)
- use a variety of organizational techniques to present ideas and information logically and coherently in written work (WRV.03D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence. and effective use of stylistic devices (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write. and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences (LGV.02D)

Specific Expectations

- select and use a variety of reading strategies before, during, and after reading to understand texts (LI1.03D)
- use relevant, significant. and explicit information and ideas from texts to support interpretations (LI1.04D)
- present sufficient significant evidence from a text to support opinions and judgements (LI1.06D)
- explain how the values and perspectives of readers might influence their responses to a text and interpretations of it (LI1.07D)
- explain how historical or cultural contexts shape the information and ideas in a text (e.g., research the historical or cultural context of a novel and suggest how it gave rise to the social attitudes depicted; compare nineteenth-century and modern attitudes to the theme of a novel by Dickens) (LI1.08D)
- use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, point of view, and cultural and historical contexts, to understand and interpret examples of the genre (LI2.01D)
- use plot structure and character portrayal to develop themes in short stories (WR3.01D)
- revise drafts to ensure that ideas are adequately supported by relevant details and facts and to achieve clarity, unity, and coherence (WR4.01D)
- identify borrowed information, ideas, and quotations and use a variety of techniques to incorporate them smoothly into written work and independent research projects (WR5.01D)
- construct a variety of complete and correct sentences (including compound-complex sentences), using prepositional, adjective, and adverb phrases; infinitive, participial, and gerund phrases; and noun, adjective, and adverb clauses (WR5.06D)
- use punctuation correctly, including the semicolon (e.g., use the semicolon to join principal clauses and to separate elements in a list that contains commas) (WR5.11D)
- use punctuation correctly when quoting short passages from texts (WR5.13D)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech, including infinitives and gerunds;
  - types of sentences, including compound-complex sentences;
  - components of sentences, including prepositional, adjective, and adverb phrases;
  - infinitive and gerund phrases; noun, adjective, and adverb clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice (LG1.05D)
- communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details (LG2.01D)
- communicate in group discussions by assigning tasks fairly and equitably: using verbal and non-verbal cues to signal a change in topic or speaker; contributing ideas, supporting interpretations and viewpoints; extending and questioning the ideas of others, summarizing the progress of the group's work: checking for understanding: and negotiating consensus when appropriate (LG2.02D)

Planning Notes

Teachers will:

- provide time for daily independent silent reading.
- provide time for student use of the dictionary log.
- recognize that this activity begins prior to the novel being read, but it will take the duration of the novel to complete. It is ongoing throughout the novel study, running simultaneously with Activity 3.
- review the definitions of theme and symbol.

- review the correct use of punctuation including the semicolon and phrases and clauses.
- create a model of a theme analysis based on a short story already studied exemplifying how to: cite quotations and interpret the quotations and the layout of information for students. This model should be discussed in detail in order to teach students how to trace a theme or symbol progressively throughout a novel.
- design a checklist for the group presentation of theme or symbol.
- provide students with the assessment criteria prior to the theme/symbol task.
- plan silent reading time during class, in order for students to begin this task.
- check that the assigned reading and analysis is being done on a regular basis.
- ensure students have completed the individual task prior to the group analysis.
- make students aware that the historical and cultural context shape the information and ideas in a text.
- review conflict management skills and strategies for co-operative group dynamics and create a checklist to evaluate group dynamics.
- review the correct way to use punctuation when quoting brief passages.
- organize groups with jigsaw groupings in mind (Appendix 2.21).

Prior Knowledge Required

The students will have examined themes and symbols in the short story unit.

Teaching/Learning Strategies

Students will read silently and keep a dictionary log.

Teachers will:

- model the theme/symbol analysis using a short story already studied.
- assign pertinent themes and symbols from the novel for each student to analyse. (e.g., wind as a symbol in *Who Has Seen The Wind*, theme of injustice in *The Chrysalids*).
- review with students how to introduce, interpret and cite quotations.
- teach a mini-lesson on prepositional, adverb, adjective phrases; infinitive, participle, and gerund phrases; and noun, adjective, and adverb clauses.

Students will:

- keep a notebook with the key themes and symbols indicated as headings.
- search for and cite quotations (in context) that are reflective of each theme or symbol as they read the novel.

Teachers will:

- review correct use of punctuation, including the semicolon.
- assign each student a number based on jigsaw groupings. This number will place the student in a specific group for the later group analysis (i.e., Sharon is assigned to group 1 which will be examining the symbol of wind in great detail).
- check periodically during class reading time to assess that individual students are completing the analytical reading.
- provide class time (approximately every three - five chapters) for group analysis and discussion of the quotations.

During the group analysis, students will share the quotations they have cited and discuss their personal reactions and interpretation (Sharon's group will discuss quotations on "wind").

Teachers will:

- encourage students to communicate their findings clearly and honestly in light of Gospel values.
- monitor group discussions to ensure students are engaged in their learning.

Students will evaluate their performance and the performance of peers during the group activity.

Teachers may assign an essay or quotation analysis assignment as an extension or enrichment activity. After the completion of the novel, teachers will provide students with class time to discuss their selection of quotations and the author's message about their specific theme or symbol.

Students will create a handout that summarizes their findings to be presented in their jigsaw groupings.

Teachers will:

- place students in jigsaw groups to share their group analysis.
- ensure that all the groups presentations are ordered so students are presenting the same topic at the same time (i.e., each group is listening to a presentation on the symbol of wind first).
- circulate the room listening to the group presenter in each group and evaluating the group presentation using the theme/symbol presentation rubric.

Assessment/Evaluation Techniques

Formative Assessment

- ongoing assessment of theme/symbol analysis assignment
- checklist for group dynamic
- self- and peer evaluation

Summative Assessment

- group handout – analysis of quotations
- group jigsaw presentation (rubric)
- extension activities (essay or quotation analysis)

Accommodations

Teachers will:

- allow for the use of a laptop computer.
- provide a detailed exemplar outlining the focus of analytical reading along with an exemplar and examples from the novel.
- provide resource help on an audio tape for the novel for students with reading difficulties.
- condense the individual task for students who are identified with communication disabilities.
- provide an extended time frame (or the novel in advance) for special needs students.
- organize multilevel groupings to accommodate varied abilities and needs.
- conduct individual conferences for remediation (adjective/adverb clauses).
- provide a peer mentor/tutor for the Theme jigsaw assignment.
- negotiate with students enrichment activities (e.g., essay on quotation analysis assignment).

Resources

Refer to suggested novel list in Unit Overview.

Appendix 2.21

Checklist For Jigsaw Presentation

Student Name:

Topic:

	Level 1 Awareness	**Level 2 Adequate**	**Level 3 Successful**	**Level 4 Highly Successful**
Knowledge				
Knowledge of story				
Understanding of relationships – track the symbol/theme				
Thinking				
Critical thinking skills – analysing, explaining				
Inquiry skills - interpreting information, assessing information, forming conclusions				
Communication				
Logical organization – choice of language (communicates ideas clearly)				
Application				
Use of oral communication				
Making connections between experiences and texts				

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Activity 3: Guided Journey

Time: 315 minutes

Description

In this activity teachers will use a variety of teaching strategies to encourage critical reading. Focus will be placed on the study and understanding of literary terms, style, and genre. As critical readers students will be challenged to explore the ideas and issues raised in the novel through various activities such as journal writing, group discussion, and creative extension (e.g., song, interview, tableaux). Students will be encouraged to consider personal ethics as well as their Christian morals and values as a strategy to make reading relevant to self.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- listen actively and critically to understand and learn in light of gospel values (2a)
- read, understand, and use written materials effectively (2b)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- create, adapt, and evaluate new ideas in light of the common good (3b)
- make decisions in light of gospel values with an informed moral conscience (3d)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- take initiative and demonstrate Christian leadership (4c)
- work effectively as an interdependent team member (5a)
- think critically about the meaning and purpose of work (5b)
- respect the rights, responsibilities and contributions of self and others (5e)

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01 D)
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces (LIV.02D)
- identify and explain the effect of specific elements of style in a range of literary and informational texts (LIV.03D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences (LGV.02D)
- analyse a range of media forms to identify their elements, audiences, and production practices, and draw conclusions about how these factors shape media works (MDV.0ID)
- use knowledge of a range of media forms, purposes, and audiences to create media works, and use established criteria to assess the effectiveness of the works (MDV.02D)

Specific Expectations

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a range of genres, including novels, plays, short stories, poetry, opinion pieces, reports, short essays, full-length non-fiction works, newspapers, magazines, and reference materials (LI1.01 D)
- select and read a range of texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, evaluating print and electronic materials as sources of information, and comparing personal ideas and values with those in texts (LI1.02D)
- compare the use of diction and syntax in the work of different authors and explain how these elements enhance the theme or message (LI3.01D)
- explain how authors use stylistic devices, such as allusion, contrast, hyperbole, understatement, oxymoron, irony, and symbol, to achieve particular effects in their writing (LI3.02D)
- use parts of speech correctly, including the infinitive and the gerund (WR5.05D)
- use knowledge of a wide range of spelling patterns, rules, and strategies to analyse and correct spelling errors (WR5.08D)
- spell specific historical, academic, and technical terms correctly (WR5.09D)
- use a variety of resources to correct errors in spelling (e.g., dictionaries, spell checkers) (WR5.10D)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech, including infinitives and gerunds;
  - types of sentences, including compound-complex sentences;
  - components of sentences, including prepositional, adjective, and adverb phrases; infinitive and gerund phrases; noun, adjective, and adverb clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice (LG1.05D)
- apply techniques of effective listening and demonstrate an understanding of oral presentations by summarizing presenters' arguments and explaining how vocabulary, body language, tone, and visual aids enhance presentations (LG2.03D)
- plan and make oral presentations independently, adapting vocabulary and using methods of delivery to suit audience, purpose, and topic (LG2.04D)
- rehearse with visual aids and props, study audio- and videotaped rehearsals. and use mnemonic devices and visualization techniques to ensure confident delivery in oral presentations (LG2.06D)
- analyse their own and others' oral presentations, identifying strengths and weaknesses and developing and carrying out plans for improvement (LG2.08D)
- demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., write a report comparing unique features of several newspapers to assess their appeal to readers; explain the satire in a parody of a media work) (MD1.01D)
- identify key elements and techniques used to create media works in a variety of forms (e.g., illustrations and captions in political cartoons; narrative and characterization in a film or television drama; the choice of symbols and colours used to convey health and safety warnings on the packaging of a range of products) and analyse how these elements and techniques contribute to the theme or message (MD1.02D)
- create media works for different purposes and explain how the design decisions for each were shaped by the purpose (e.g., create a public-service video to inform people about a health hazard: construct a collage of print advertisements to illustrate the media's concept of a teenager) (MD2.02D)

Planning Notes

Teachers will:

- provide time for daily independent silent reading and use of the dictionary log.
- recognize that Activities 2 and 3 are occurring simultaneously.
- plan time for students to work on their theme/symbol analysis.
- formulate questions for students to complete as they read the novel, based on the Achievement Chart categories (knowledge and understanding, thinking and inquiry, communication and application).
- prepare a lesson to teach the gerund and infinitive.
- design questions which provoke a greater understanding of students' personal ethics, the human condition, and Christian morals.
- review and use a variety of reading methods to improve students' reading and comprehension of the text and review reading strategies (prediction, use of introduction, contextual clues).
- ensure a safe and open environment for discussion.
- define or review necessary literary terms (foreshadowing) and elements of the novel (i.e., theme).
- consider links between the novel and the students' own experience.
- prepare lessons on style and the use of stylistic devices such as diction, syntax, hyperbole, allusion, contrast, understatement and oxymoron.
- plan to use the journal as a means for students to explore some of the major issues and ideas that are raised in the novel.
- plan a mini-lesson on spelling patterns and spelling strategies.
- continue use of the vocabulary log and design a vocabulary quiz.
- design a test on the novel.
- access the film version of the text (if possible) and enable students to explore the differences between both mediums.
- with students, develop creative extension tasks based on the students' reading. Task-specific rubrics should accompany these creative extension tasks.

Prior Knowledge Required

- Students will have read, or be in the process of reading, the assigned text.
- Students should have a pre-existing knowledge of some literary terms.

Teaching/Learning Strategies

Students will:

- read silently and keep a vocabulary log.
- choose a variety of methods to read the novel (silent reading, oral reading, etc.)
- continue to search for quotes in their theme/symbol analysis while reading and sharing their findings during class time.
- continue to keep their vocabulary log (e.g., each student will find and define two new words from his/her reading of the novel).

Teachers will:

- review reading strategies: prediction, chapter introduction and contextual clues.
- distribute guide questions which reflect on the novel in order to focus student reading.
- give students the opportunity to formulate and pose their own questions based on their understanding and reading of the text.
- reach a lesson and review elements of the novel and literary devices (e.g., setting) for students.

Teachers and students will introduce the issues raised in the novel through a variety of discussion methods (e.g., large group, small group, etc.).

Teachers will focus the study of the novel on setting, theme, character, plot and the use of literary devices (e.g., symbolism, irony, etc.)

Students will participate in discussions in large and small groups reflecting on their analysis and reading.

Teachers will:

- relate issues to students' personal experience of the human condition (e.g., alienation, discrimination, growth, etc.).
- encourage a safe and open environment for discussion and encourage students to respect on other opinions.
- teach a mini-lesson on spelling patterns, rules and spelling strategies and a lesson on the gerund and infinitive.

Students will:

- write in their journals as a means to respond to the issues raised in the novel and as a means to make connections between their lives and the text (e.g., students could reflect on the human condition of suffering or alienation in the novel).
- use the journal to critique the issues raised in the novel based on their own personal ethics and Catholic morals and values.

Teachers will define style and explain how the author uses stylistic devices, such as allusion, hyperbole and understatement, in the examination of selected novel passages.

Teachers will administer vocabulary quizzes and a novel test assessing students' understanding and their knowledge and application of novel elements and literary devices.

Students will watch the film version of the novel, if possible, to explore similarities and differences and the effect that the differences have the reader.

Students and teachers will generate a creative extension task based on critical reading of the assigned novel (e.g., a song, tableaux, story board, newspaper, diary entry, sculpture, painting, etc.) and design generic assessment criteria for the creative extension task.

Assessment/Evaluation Techniques

Formative Assessment

- informal teacher observation of group work (collaboration, co-operation, commitment, use of class time)
- completion of written responses to guide questions
- journal writing (completion)

Summative Assessment:

- vocabulary quizzes
- creative extension piece - rubric devised by teacher and students
- test - assessing understanding and application of novel elements and literary devices

Accommodations

Teachers will:

- allow for the use of a laptop computer;
- allow for multi-level groupings;
- provide a taped version of the novel or taped portions of the novel to support the student with critical reading;
- provide a peer mentor/tutor to read the story with the student (ESL);

- provide the students with a plot graph of the various chapters to use as a springboard for the students to understand context;
- highlight certain sections of the chapter. This can be used as a prompting strategy for revealing context clues;
- conference with the students for remediation (e.g., spelling/grammar);
- allow for oral rather than written response.

Resources

Refer to suggested novel list in Unit Overview.

Holmen. *A Dictionary of Literary Terms*.

Mastering Effective English. Toronto: Copp Clark Pitman Ltd., 1980. ISBN 07730-2307-0

Activity 4: Stepping Stones

Time: 420 minutes

Description

Teachers will instruct students on genre and its various forms. Students will research the characteristics of a particular genre and will produce and present a creative work (dramatization, videotape, comic book or radio script) which demonstrates their understanding of genre forms and characteristics. This activity is a stepping stone for the culminating activity where students write an essay about genre. Students will work effectively as interdependent team members who respect the contributions of one another.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- speak the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith) (1e)
- listen actively and critically to understand and learn in light of gospel values (2a)
- read, understand, and use written materials effectively (2b)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- write and speak fluently one or both of Canada's official languages (2d)
- use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life (2e)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- adopt a holistic approach to life by integrating learning from various subject areas and experience (3e)
- demonstrate flexibility and adaptability (4b)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- work effectively as an interdependent team member (5a)
- achieve excellence, originality, and integrity in one's own work and support these qualities in the work of others (5g)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01 D)
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces (LIV.02D)
- use knowledge of vocabulary and language conventions to speak, write and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting. and debating, for a variety of purposes and audiences (LGV.02D)
- use a range of print and electronic sources to gather information and explore ideas for written work (WRV.01D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence and effective use of stylistic devices (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of a range of media forms, purposes, and audiences to create media works, and use established criteria to assess the effectiveness of the works (MDV.02D)

Specific Expectations

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a range of genres, including novels, plays, short stories, poetry, opinion pieces, reports, short essays, full-length non-fiction works, newspapers, magazines, and reference materials (LI1.01 D)
- select and read a range of texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, evaluating print and electronic materials as sources of information, and comparing personal ideas and values with those in texts (LI1.02D)
- analyse information, ideas, and elements in texts and synthesize and communicate their findings (LI1.05D)
- use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, point of view, and cultural and historical contexts, to understand and interpret examples of the genre (LI2.01D)
- use knowledge of elements of opinion pieces, such as overt statement of a position or opinion, type of diction, tone, paragraphing. transition words and phrases, selective supporting detail, allusions, and appeals to authority, to understand and interpret examples of the genre (LI2.03D)
- explain how authors and editors use design elements to help communicate ideas (e.g., explain how typography and layout contribute to meaning in a concrete poem; prepare a title page and bibliography template for an academic paper and defend their design decisions; create electronic links showing where and how to rind related material) (LI3.03D)
- locate and summarize information and ideas from print and electronic sources, including interviews, surveys, statistical data banks, reports, periodicals, and news-groups (WR1.02D)
- use the information and ideas generated, researched, and evaluated to develop the content of written work (WR1.04D)

- produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (WR2.02D)
- select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing (WR2.04D)
- make constructive suggestions to peers in a writing conference (WR4.03D)
- identify borrowed information, ideas, and quotations and use a variety of techniques to incorporate them smoothly into written work and independent research projects (WR5.01D)
- edit and proofread their own and others' writing, correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below (WR5.04D)
- spell specific historical, academic, and technical terms correctly (WR5.09D)
- use a variety of resources to correct errors in spelling (WR5.10D)
- select words and figurative expressions with understanding and sensitivity to enhance the persuasive or expressive power of their speech and writing (LG1.03D)
- select words and phrases consistent with the particular voice and tone required for a variety of informal and formal situations (LG1.04D)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech, including infinitives and gerunds;
  - types of sentences, including compound-complex sentences;
  - components of sentences, including prepositional, adjective, and adverb phrases; infinitive and gerund phrases; noun, adjective, and adverb clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice (LG1.05D)
- recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for the following:
  - spelling: historical, academic, and technical terms;
  - punctuation: semicolon, non-restrictive phrases and clauses;
  - quotations from texts (LG1.07D)
- communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details (LG2.01D)
- communicate in group discussions by assigning tasks fairly and equitably: using verbal and non-verbal cues to signal a change in topic or speaker; contributing ideas, supporting interpretations and viewpoints; extending and questioning the ideas of others, summarizing the progress of the group's work: checking for understanding: and negotiating consensus when appropriate (LG2.02D)
- plan and make oral presentations independently, adapting vocabulary and using methods of delivery to suit audience, purpose, and topic (LG2.04D)
- use rhetorical questions, emotional appeals, gestures, intonation, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations (LG2.05D)
- rehearse with visual aids and props, study audio- and videotaped rehearsals. and use mnemonic devices and visualization techniques to ensure confident delivery in oral presentations (LG2.06D)
- adapt an idea, theme. or issue from a work of literature for presentation in two related media forms, and assess the presentations to determine what aspects of the original have been strengthened and/or weakened by the adaptations (MD2.01D)

Planning Notes

Teachers will:

- provide time for daily independent silent reading.
- meet with the librarian to compile a variety of resources and to arrange research time for students.

- caution students again in advance to use technology ethically.
- assign students to groups according to students' preference of genre.
- create multi-level groupings based on students' needs and abilities.
- ensure that all major genre forms are explored.
- plan a lesson on genre and parody.
- in order to assist students in their analysis of genre, create a template to guide students during the research portion of this task. (Headings of the template may include: Genre Characteristics, Background and Historical Details of Genre, and, a List of Famous Authors and Associated Works. etc.). The template should allow room for students to add their own headings.
- create a checklist to assess individual and group performance during research (re: listening and co-operation skills).
- use this activity as preparation for the culminating activity, where students will write an essay about genre and plan to introduce the culminating activity at the end of this novel unit.
- plan a lesson on the spelling and pronunciation of historical and academic terms.
- create a rubric to assess the student handout of genre research.
- prepare a mini-lesson on voice and tone.

Prior Knowledge Required

- knowledge of the class novel being studied
- familiarity with short stories, novels and films

Teaching/Learning Strategies

Students will read silently.

Teachers will ensure that a cross section of genre forms are available to be explored by student groups and teach the terms genre and parody and give examples of genre forms categorizing the present novel being studied, as well as short stories already studied.

Students will brainstorm other genre forms as a class by reflecting on their own experience of literature and film.

Teachers will assign small student groups the task of researching the characteristics of a chosen genre: science fiction, horror, mystery, romance, historical fiction, fantasy, satire, etc and distribute a template (see Planning Notes), to assist students in their research of genre.

Students will research their selected genre using technology and library resources and generate a list of famous (key) authors and works associated with their chosen genre. Students may use this opportunity to investigate writers from various cultures, including their own..

Teachers will teach mini-lesson on the spelling and pronunciation of historical and academic terms.

Students will prepare a handout for their peers expanding on the template (Appendix 2.4.1) provided by the teacher. The handout should include genre characteristics, background or historical details, and a list of famous authors and works associated with their genre. Peer groups will help edit the students' handouts for grammatical errors and clarity.

Teachers will monitor group work while circulating among the groups. Teachers will provide assistance, ask questions and make comments to ensure that all pertinent characteristics of the genre and its format are analysed and recorded on the template.

Teachers will assess this creation for its creativity, organization, and its content as embodying characteristics of the genre research.

Students will evaluate their individual and group's performance according to a checklist provided by the teacher. This checklist is found in the appendix. The checklist evaluates students' participation, listening skills, co-operation, and leadership skills.

Teachers will teach a mini-lesson on selecting language consistent with the particular voice and tone required in the students' presentation.

Students will:

- demonstrate a sound understanding of their genre form by individually creating and presenting a dramatization, videotape, comic book or recording of a radio script. This creative extension will incorporate the characteristics of genre.
- be provided class time to produce their creative assignment applying their research and class time to edit their group handouts.
- in groups, will present their analysis of genre, their handout and individual creations to the class.

Teachers will assess this presentation for its creativity, organization, and its context as embodying characteristics of their genre research.

Assessment/Evaluation Techniques

Formative Assessment

- peer editing of handout (grammar and clarity)
- group work (informal and formal teacher observation)

Summative Assessment

- student handout (rubric)
- self-evaluation and peer evaluation (checklist)
- creative presentation adherence to format/inclusion of genre characteristics

Accommodations

Teachers will:

- allow for the use of a laptop computer;
- provide peer tutor/peer mentor assistance with project research;
- provide a detailed template with examples about required task (e.g., radio script);
- conference one-to-one to determine the specific requirements;
- allow for multi-level groupings;
- provide a list of definitions and examples for the student;
- modify the presentation format to allow for written submission;
- reduce the requirement;
- negotiate with students the enrichment activities (e.g., produce a radio documentary comparing selected authors within a genre);
- provide use of the scribe

Resources

Refer to suggested novel list.

Historical Fiction Site
vfs.cc.utexas.edu/-soon/histfiction

How to Construct a Radio Documentary. CD-ROM. Irwin Publishing, 1999. ISBN 0-7725-25072

African American Mystery page
www.aamystery.com

Mysterious Strands
www.isdonline.com

Science Fiction Resource Guide
http://sflouers.rutgers.edu/web/SFRG

Appendix 2.4.1

Template for Student Handout on Genre

A. **Genre Type** (e.g., Mystery, Horror, Science Fiction)

B. **Background** and/or historical details associated with the origin and development of the genre.

C. **Famous Authors and Works** associated with the genre

1.
2.
3.
4.
5.
6.

D. **Characteristics/Elements** of the Genre

Unit 3: Poetry: Language of Life

Time: 17 hours (14 hours and 3 hours for skills development)

Unit Description

Poetry speaks the language of life. As a viable means of self-expression students will read, explore, interpret, and write poetry. Emphasis will be given to critical reading, research, and oral recitation of poetry to enhance student understanding of the genre. The student will use the poetry journal daily as a place for reflection of the meaning of poetry. The poetry portfolio is a final assessment of student's understanding of poetry and the poetry folder is a place where students will keep ongoing work and class work on poetry. It is from the poetry folder that students will choose their best work to include in the poetry portfolio. Students will be encouraged to understand that there is no one way to read a poem - that poetry is a place for individual understanding of meaning. By studying the forms of poetry, students will be able to delve deeper into the meaning of poetry since the form conveys the meaning. The culminating activity of this unit is designed for students to explore their Canadian identity through an examination of Canadian poets and their works. Through the study and writing of poetic forms and devices, students are called upon to observe and reflect on their personal aspirations and values and to recognize that life is a sacred gift from God.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1e, 1g, 1i, 2b, 2e, 3c, 3e, 4e, 4f, 4g, 5e, 5f, 5g, 7g.

Strand(s): Literature Studies and Reading; Language; Writing

Overall Expectations: LIV.01D-03D; LGV.01D; LGV.02D; WRV.01D; WRV.02D; WRV.04D; WRV.05D.

Specific Expectations: LI1.01D, 02D, 04D, 05D, 07D, 08D; LI2.02D; LI3.02D, 03D; LGI.01D, 03D, 04D, 05D; LG2.01D, .02, 05D; WR1.01D-04D; WR2.01D-04D; WR4.01D, 04D; WR5.01D, 03D-04D, 08D, 10D.

Activity Titles (Time + Sequence)

Activity 1	Playing With Poetry	180 minutes
Activity 2	Reflective Reading	210 minutes
Activity 3	Poetry Stations	350 minutes
Activity 4	Writing and Responding to Poetry	140 minutes
Activity 5	Poetry Portfolio.	140 minutes

Unit Planning Notes

It is suggested that poetry is best taught as an integrated unit throughout the semester. The poetry response journal can be initiated at the beginning of the unit or semester.

Teachers will:

- provide time for students to work on their unit culminating activities
- select poems based on the needs and abilities of students and which are reflective of Canadian multicultural diversity.
- gather resources on selected Canadian poets.
- provide time for silent reading.

- select poems that include a variety of forms and stylistic devices: environmental, psalm, free verse, concrete, ballad, ode, limerick; figurative language, irony, allusion, personification, alliteration, symbolism, imagery, rhyme scheme, rhythm, and onomatopoeia.
- devise a process for analysis of the poems.
- create rubrics to assess oral presentations and an observation checklist to monitor daily work.
- model the reading of a poem.
- create activity cards and visual aids for poetry stations.
- foster a positive inclusive environment that instills a sense of co-operation and respect.
- prepare quizzes and tests as required to evaluate student understanding and application of knowledge.
- review expectations of group work and class productivity.
- provide reflective questions throughout the poetry unit which link the poems to Catholic values such as the gift of life, faith in self and God, leadership roles, and respect for others.
- look for poetry contests to publish student works.
- be sensitive to the personal nature of poetry and take every opportunity to make links between poetry and the student's life experience.
- draw attention to the fact that each poet speaks to his/her own experience – this is instrumental in the creation and meaning of a poem.
- collect resources and utilize teacher librarians, teaching assistants and peer helpers.

The portfolio of poems should be a summative assignment, as students should be drawing on the knowledge and skills they have acquired through their class study of poetry.

The teacher should ensure a balanced approach to teaching/learning strategies including: teacher directed, student-initiated, group work (whole class, small group) and individual work.

Teachers will continue to use the writing folder initiated in previous activities.

Prior Knowledge Required

- Based on the Ontario Academic Grade 9 programs, students are expected to understand basic poetic terms and devices and have experience in reading, exploring, responding to, and writing poetry.
- Teachers will inform students of the safety issues related to the Internet.

Teaching/Learning Strategies

Teachers will:

- continue to implement daily reading throughout the poetry unit.
- use diagnostic tools to assess students' prior learning.
- provide activities to initiate students into the language and life of poetry, such as cloze exercises, brainstorming, class creation of poem, word activities, thematic interpretation and poetic form analysis.
- be cognizant of the varying needs and abilities of all students when dividing the class into multi-level groupings.
- instruct students about conflict management techniques to improve group dynamics.
- provide students with opportunities to write poetry.
- place emphasis on religious allusions, Christian symbols and experiences, as reflected in the poems.
- provide opportunities for students to hear poetry and share poetry.
- introduce the poetry journal in order for students to develop and practise personal interpretation skills through daily reflective writing.
- give mini-lessons on use of stylistic devices and poetic forms.
- model and highlight good oral presentation skills.

- monitor student progress on a daily basis through observation and anecdotal assessment.
- access community resources to make poetry authentic for students

Students will:

- continue to use their writing folder.
- experiment with the language and structure of poetry through cloze activities and word manipulation activities.
- contribute to small and large group discussions. Students will use peer and self-assessment to enhance formative learning.
- reflect on and interpret poetry within the poetry response journal.
- present and explain individual and group analysis of poems.
- an understanding of poetic form and stylistic devices.
- demonstrate dents will classify and articulate their understanding of poetic form and stylistic devices in small group discussions and through writing.
- formulate written responses based on the study of poetic devices and forms.
- research and examine a Canadian poet using knowledge and skills acquired in this unit.
- create personal poetry to share and read to the group.
- organize and evaluate personal and published poetic selections to exhibit learned expectations within a poetry portfolio.

Teachers will inform students of the safety issues related to the Internet.

Teachers will reinforce presentation skills and teach poetry reading skills.

Assessment/Evaluation Techniques

Formative Assessment

- informal and formal teacher observation of group work and class participation
- checklist to monitor completion of work (e.g., poetry stations)
- written reflective responses to poetry work
- analysation skills
- poetry response journals
- teacher/student conferencing
- published poem
- student practise
- diagnostic tools for assessing prior learning
- independent and group work
- research notes
- peer and self-assessment

Summative Assessment

- content quiz on poetic terms
- evaluation of oral recitation
- test – poetic analysis, poetic forms and stylistic devices
- creative assignment – forms of poetry
- visual aid for oral presentation
- research assignment on Canadian poet
- written commentary of a poem
- a poetry portfolio – student-selected poems, personal responses, personal poetry
- poems

Accommodations

Teachers will:

- provide the student with the use of a laptop computer;
- consult the resource staff prior to beginning the unit to ensure that appropriate accommodation is available for IEP and ESL students;
- design multi-level groupings for this unit;
- use an audio tape or peer helper for reading poetry or reading for context;
- partner students at various times throughout the unit;
- use peer helpers to accompany the student through the poetry stations;
- provide support for students with communication disabilities; the nature of the support will be determined in conjunction with the resource staff;
- extend time or reduce the number of activities;
- negotiate enrichment activities with the student.

Resources

Barry, James, ed. *Themes on the Journey*. Scarborough: Nelson Canada, 1989. ISBN 0-17-603089-1

Bible: *The Holy Bible - New Revised Standard Version*. Nashville: Thomas Nelson Publishers, 1989.

Cameron, B. *Prism of Poetry: Pathways to Writing*. Scarborough: Prentice-Hall Canada Inc., 1995. ISBN 0-13-435330-7

Catechism of the Catholic Church. Canadian Conference of Catholic Bishops, 1996. ISBN 0-7747-0151-X

Fanning, Peter and Maggie Goh, ed. Home and Homeland, ed. *The Canadian Immigrant Experience*. Toronto: Addison-Wesley Publishers Ltd. & Rubicon Publishing Inc. Fiction-Non Fiction Poetry, 1993. ISBN 0-201-60219-9

Hymnals: *Glory & Praise (Classic Edition)*. Phoenix, Arizona: North American Liturgy Resources and GIA Publications, Inc., 1990.

Ireland, Robert S. *The Poets Craft*. Toronto: Harcourt Brace and Company, 1990. ISBN 0-7747-1215-5

Kellow, B. *Poetry and Language*. Toronto: McGraw Hill - Ryerson, 1995. ISBN 0-07548620-2

Kirkland, G. and R. Davies. *Inside Poetry*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-1224-4

Liffiton, Larry and John McAllister. *Poetry Alive: Reflections*. Toronto: Addison-Wesley, Longman ISBN 0-7730-5167-8, 1998

Mouland, E., ed. *Tracing One Warm Line: A Selection of Canadian Poetry*. St. John's, Newfoundland: Breakwater Books, 1995. ISBN 1-55081-089-8

Rhinehard, Kenneth and Cecil Gray. *Caribbean Region*. Toronto: Addison-Wesley, Longman. ISBN 0-5827-6637-0, 1998

Wallace, A., ed. *Daughters of the Sun, Women of the Moon: Poetry by Black Canadian Women*. Lawrenceville, NJ: Africa World Press, 1992. ISBN -086543-195-7

Literature and Media. Toronto: International Thomson Publishing, 1999. ISBN 0-17-618701-4

Literary Experiences Vol. 2. Prentice Hall Canada Inc., Scarborough: ISBN 0-13538158-4

SightLines. Scarborough: Prentice Hall Ginn, 1999. ISBN 0-13-082171-3

Missal: *St. Joseph 2000 Annual Sunday Missal - Canadian Edition*. New Jersey: Catholic Book Publishing Co., 1999. ISBN 089942

Abrams. *Dictionary of Literary Terms*.

Web Sites

Asian Canadian Literature
http://www.asian.ca/books
Black Canadian Writers
www.yorku.ca/research/aconline/spshwrt.htm
Canadian Poetry Home Page
http://www.library.utoronto.ca/canpoetry/indexpoet/htm
Chronology of Canadian Poetry
http://www.nlc-bnc.ca/services/grckref/echrpoe.htm
Canadian Literature Archive
http://canlit.st-john.umanitoba.ca/canlitx/canlit-homepage
Cyber - Journal for Writers
http://noveladvice.com
Hebrew Poetry of the Old Testament
www.catholic.org
Literature Resources for High School Students
http://www.teleport.com/-groves
Poets From Around the World
http://www.britannica.com
Native Web (Stories, Poetry, Book Review)
http://web.maxwell.sry.edu/nativeweb
Limmerick & Haiku Poetry
http://www.inkspot.com/ss/genres/poetry.html
Student Poetry Submissions
http://www.h.net/~ndonohue/lang.htm
Catholic Poetry
http://www.newadvent.org/cathew/121746.htm
Catholic Hymns
http://memberb.tripod.com/-kcrowell/
htp://www.fortunecity.com/meltingpot/sandringham/mm/nfhymn.htm
http://www.cs.cmu.edu/people/spok/catholic/worship.htm
Hymns and Music
http://www.monksofadoration.org/hymnstxt.html
GIA Sacred Music Materials Publisher of Religious Materials
http://www.gia.music.com
Poetry's Musical Roots
http://channelone.com/pop/connection/poetry
Mush Music: Contemporary Music
http://www.mushmusic.com
Teen Lit (Published Teenage Writing)
http://www.teenlit.com
Rock and Roll
http://www.cyberspace.org/~morpheus/rockandroll.htm

Poetry Cafe (Poems from people of all ages 15-22)
http://www.firstcut.com/csl.html
Music of Roman Catholic Church
www.citilink.com/!barton/sharon/thesis/chapter7.html

Other
Discovering Authors. CD-ROM.
newspapers, magazines
poetry anthologies

Activity 1: Playing With Poetry

Time: 180 minutes

Description

Students will experience the joy of poetry by playing with the structure and language of poetry. Through activities such as cloze, creating found poems, reordering poems, and studying terminology, students will reinforce their understanding of diction, structure, and style of poetry and how it contributes to the overall effect of a poem. The teacher will provide students with the necessary terminology as a means to explore the poem in a safe, non-threatening environment. The reading of poetry will be filtered for students through Catholic morality and an awareness of God in their lives and the world around them.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- actively reflect on God's Word as a communicated through the Hebrew and Christian scriptures (1c)
- speak the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith) (1e)
- listen actively and critically to understand and learn in light of gospel values (2a)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- respect the rights, responsibilities and contributions of self and others (5e)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01 D)
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces (LIV.02D)
- identify and explain the effect of specific elements of style in a range of literary and informational texts (LIV.03D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting. and debating, for a variety of purposes and audiences (LGV.02D)
- use a range of print and electronic sources to gather information and explore ideas for written work (WRV.01D)

- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence, and effective use of stylistic devices (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write. and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting. and debating, for a variety of purposes and audiences (LGV.02D)

Specific Expectations

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a range of genres, including novels, plays, short stories, poetry, opinion pieces, reports. short essays, full-length non-fiction works, newspapers, magazines, and reference materials (LI1.01D)
- select and read a range of texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, evaluating print and electronic materials as sources of information, and comparing personal ideas and values with those in texts (LI1.02D)
- use relevant, significant, and explicit information and ideas from texts to support interpretations (LI1.04D)
- analyse information, ideas, and elements in texts and synthesize and communicate their findings (LI1.05D)
- explain how the values and perspectives of readers might influence their responses to a text and interpretations of it (LI1.07D)
- use knowledge of elements of poetry, such as stanza forms, rhyme, rhythm, punctuation, free verse, imagery, and sound devices, to understand and interpret examples of the genre (LI2.02D)
- explain how authors use stylistic devices, such as allusion, contrast, hyperbole, understatement, oxymoron, irony, and symbol, to achieve particular effects in their writing (LI3.02D)
- explain how authors and editors use design elements to help communicate ideas (LI3.03D)
- identify examples of the use of idioms, euphemisms, slang, dialect, acronyms, academic language, technical terms, and standard Canadian English in oral and written work, and explain why the usage is effective in its context (LG1.01D)
- select words and figurative expressions with understanding and sensitivity to enhance the persuasive or expressive power of their speech and writing (LG1.03D)
- select words and phrases consistent with the particular voice and tone required for a variety of informal and formal situations (LG1.04D)
- communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details (LG2.01D)
- locate and summarize information and ideas from print and electronic sources, including interviews, surveys, statistical data banks, reports, periodicals, and news-groups (WR1.02D)
- sort and label information, ideas, and data; evaluate the accuracy, ambiguity, relevance, and completeness of the information: and make judgements and draw conclusions based on the research (WR1.03D)

- use the information and ideas generated, researched, and evaluated to develop the content of written work (WR1.04D)
- demonstrate an understanding of a range of literary and informational forms, such as poems, narratives, comparison-and-contrast and cause-and-effect essays, speeches, and research reports, by using forms of writing appropriate to different purposes and audiences (WR2.01D)
- produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (WR2.02D)
- select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing (WR2.04D)

Planning Notes

Teachers will:

- provide time for silent reading in preparation for the culminating activity.
- review nouns, adjectives, adverbs and verbs to assist with word selection activities.
- select a wide variety of poems reflective of the multicultural diversity of Canada. .
- also base their selection of poems on diction, syntax, tone, point of view, imagery, purpose, theme and structure.
- review tone, voice and author context and how it effects the reading of the poem.
- create cloze activities by removing verbs, adverbs, nouns and adjectives from selected poems.
- gather pieces of prose from newspapers, the Bible, magazines, and selected paragraphs from short stories or novels.
- select poems that students have not seen or studied for the reordering activity.
- cut up poems in logical phrases and place each poem in a numbered and titled envelope for distribution..
- facilitate large group discussions on poetry based on the activities fostering pride, honesty and respect for others.
- prepare copies of poems in their original form for final distribution.
- prepare a quiz that tests poetic terminology learned in this activity.
- have the students use writing folders to keep completed work
- encourage students to begin reading poetry or looking for poems they like.

Prior Knowledge Required

- Students will have experienced the reading and writing of poetry.
- Students will have basic knowledge of nouns, adjectives, adverbs and verbs.

Teaching/Learning Strategies

Students will read silently as preparation for their culminating activity.

Teachers or students will define terminology within the context of a poem: diction, tone, point of view, imagery, purpose, theme and structure.

Teachers may do one or more of the following activities to play with poetry:

- provide cloze activities (removing verbs, adverbs, adjectives and nouns from selected poems which alter overall effect) to facilitate an understanding of the use of diction. Students will use the cloze activity by replacing missing words in the poem using contextual clues while staying true to the style of the poem.
- facilitate a class discussion on diction (euphemisms, slang, idioms, dialect) and syntax based on completed cloze activities.

- further reinforce the importance of diction, by working with students to generate a list of words with one idea (e.g., red = fire, hot, apple, anger, love, heart, life, blood, saviour) – minimum 20 words
- have students choose five of these words to use in their poem. Students will use their word selections as key words to create their own poem using their own voice.
- have students share their poems with the class.
- reinforce the importance of a safe environment for sharing envelope for sharing and facilitate a discussion around diction and imagery using student samples.
- expand on the power of the language and structure of poetry in a formal class lesson.
- work with students to find pieces of short prose – newspapers, the Bible, magazines, a selected paragraph from a short story – for each student (some pieces may be used twice). Students will take this piece of prose, determine theme, point of view and purpose and rewrite it in poetic form (found poem) and share their poem with the class demonstrating their understanding of the purpose, form and theme of the personal prose piece as reflected in their poem.
- work with students to make observations on how the purpose, theme and point of view has changed as reflected in the new form.
- to examine rhythm and meaning (sense), give students one of five poems which has been cut up into logical phrases which students have not previously viewed (if time is an issue, this activity could be done as a whole class).
- distribute poems with final jigsaw groupings in mind. For example, all students in group one will reconstruct Michael Ondaatje's poem "Biography". Students will individually arrange and record the phrases of the poem in a way that makes sense to them and reflect on their ordering of the poem in written form. Students will assemble in their jigsaw groups to show their arrangement of the poem .
- group students to share their choices and discuss how reordering changes the meaning of the poem; give the original version of the poem to groups after they have shared their reflection.
- have students recognize the importance of diction, tone, point of view, imagery, theme, and structure.
- have students keep all work in their writing folder for reflection and self-assessment and will select and submit the finished product of one of the activities for teacher evaluation.
- encourage students to begin to read poetry for their pleasure and to search out and collect poems they like.
- have students complete a quiz on terms explored in this activity.

Assessment/Evaluation Techniques

Formative Assessment

- participation in brainstorming, group activities and class discussion
- completion of group activities (observation checklist)
- checklist for writing folder (self-evaluation)
- reflections on contents of writing folder

Summative Assessment

- content quiz on poetic terms

Accommodations

Teachers will:

- provide use of a laptop computer;
- have students work with peer mentor or peer tutor;
- conference with students to determine the need for remediation;
- provide definition and examples for the cloze activity;
- modify time requirements as needed for writing poetry;

- provide multi-level groupings (e.g., ESL students will be paired with a mentor);
- use an audio tape or peer helper for reading poetry, reading for context;
- be consistent with the students' IEP;
- provide available resources for students without access to the required resources;
- allow students to share creative work individually if they wish;
- negotiate enrichment activities with the students (e.g., the teacher will suggest certain poem structures will be followed (ode, sonnet, dramatic, monologue) or more difficult poems can be provided).

Resources

Bible: *The Holy Bible - New Revised Standard Version*. Nashville: Thomas Nelson Publishers, 1989.

Missal: *St. Joseph 2000 Annual Sunday Missal - Canadian Edition*. New Jersey: Catholic Book Publishing Co., 1999. ISBN 089942

newspapers, magazines

SightLines. Scarborough: Prentice Hall Ginn, 1999. ISBN 0-13-082171-3

Web Sites

Asian Canadian Writers
http://www.asian.ca/books

Black Canadian Writers
www.yorku.ca/research/aconline/spshwrt.htm

Hebrew Poetry of the Old Testament
www.catholic.org

Native Web (Stories, Poetry, Book Review)
http://web.maxwell.sry.edu/nativeweb

Catholic Poetry
http://www.newadvent.org/cathew/121746.htm

Teen Lit (Published Teenage Writing)
http://www.teenlit.com

Appendix 3.1.1

Observation Checklist – Group Dynamic

Student Name:

Date:

	rarely	at times	most times	consis-tently	COMMENT/ NOTES
Volunteers information or ideas					
Contributes information on ideas when called to do so					
Willing to have ideas questioned					
Questions the ideas of others					
Modifies views when faced with new or conflicting evidence					
Considers facts before reaching conclusion					
Shows respect for the ideas of others					
Supports ideas with facts and details					
Listens without interrupting the viewpoints of others					
Listens politely to the viewpoints of others without belittling them					
Shares ideas and materials with others in the group					

Appendix 3.1.2

The Jigsaw Strategy

In this particular co-operative learning strategy, students work together in small groups where they must rely on each other. Each student becomes expert in subject matter and thereby possesses critical information to contribute to classmates.

How the Strategy Works

Step One:	The teacher organizes the class into heterogeneous "home" groups. Each group member is given, or selects, a topic which is part of the subject matter to be studied.
Step Two:	Students reorganize to form "expert" groups. Members of each group work together to learn about their topic.
Step Three:	Students return to their home groups. Group members take turns teaching their topics to each other.
Step Four:	The teacher tests students' knowledge of the subject matter. The teacher may help students to think about how well their groups worked together and to think about what they might do differently next time.

An Example of a Jigsaw Activity

Step 1: Home Group Members Receive Assignment

The teacher organizes the class of thirty into five "home" groups of six members. Each member of the home group will become an expert on one article in order to share the information with the other home group members later. Each home group member selects his/her article.

A D B E C F	A D B E C F	A D B E C F	A D B E C F	A D B E C F

Step 2: Export Groups Meet - Students work on articles

Expert groups meet to clarify and summarize the ideas presented in its article in order to prepare notes. Group members discuss the information.

A A A A A	B B B B B	C C C C C	D D D D D	E E E E E	F F F F F

Step 3: Home Groups Meet - Members Take Turns Presenting

Each member in the home group presents the information from his/her article. Discussion is encouraged within the group

A D B E C F	A D B E C F	A D B E C F	A D B E C F	A D B E C F

Step 4: Evaluation

The teacher sets a quiz to evaluate the learning from all six sources. Home group members meet to evaluate how they worked together. See example evaluation forms on the following pages.

Activity 2: Reflective Reading

Time: 210 minutes

Description

This activity will allow students to read poetry as a means of personal communication and self-expression. Through individual and shared reading, group discussion and interpretation, a poetry journal and an oral recitation, the students will learn skills to explore the language of poetry. Many opportunities will be given to students to analyse and interpret poetry using their own judgement and personal readings. The teacher will provide various poems to highlight stylistic devices and the multicultural nature of Canada. The students will be aware of the presence of God in their world and gain a greater understanding of self through reflection.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- understand that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey (1g)
- use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life (2e)
- adopt a holistic approach to life by integrating learning from various subject areas and experience (3e)
- examine and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities (4g)
- exercise Christian leadership in the achievement of individual and group goals (5f)
- achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others (5g)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01D)
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces (LIV.02D)
- identify and explain the effect of specific elements of style in a range of literary and informational texts (LIV.03D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences (LGV.02D)

Specific Expectations

- use relevant, significant, and explicit information and ideas from texts to support interpretations (LI1.04D)
- explain how the values and perspectives of readers might influence their responses to a text and interpretations of it (LI1.07D)
- select and read a range of texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, evaluating print and electronic materials as sources of information, and comparing personal ideas and values with those in texts (LI1.02D)
- explain how historical or cultural contexts shape the information and ideas in a text (LI1.08D)
- use knowledge of elements of poetry, such as stanza forms, rhyme, rhythm, punctuation, free verse, imagery, and sound devices, to understand and interpret examples of the genre (LI2.02D)
- explain how authors use stylistic devices, such as allusion, contrast, hyperbole, understatement, oxymoron, irony, and symbol, to achieve particular effects in their writing (LI3.02D)
- select words and figurative expressions with understanding and sensitivity to enhance the persuasive or expressive power of their speech and writing (LG1.03D)
- communicate in group discussions by assigning tasks fairly and equitably: using verbal and non-verbal cues to signal a change in topic or speaker; contributing ideas, supporting interpretations and viewpoints; extending and questioning the ideas of others, summarizing the progress of the group's work: checking for understanding: and negotiating consensus when appropriate (LG2.02D)
- produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (WR2.02D)
- select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing (WR2.04D)
- consider reactions of teachers, peers, and others in revising and editing written work (WR4.04D)
- use knowledge of a wide range of spelling patterns, rules, and strategies to analyse and correct spelling errors (WR5.08D)

Planning Notes

Teachers will provide time for silent reading.

The poetry journal, used consistently, will be a place where students can respond honestly to their interpretation of a poem.

The discussions surrounding the journal are connected to the gospel values of equality, love of self and God, honesty, an appreciation of uniqueness and the students' own experiences.

Teachers are cognizant of the fact that there is no right way to read a poem and although meaning and form are implicitly tied together in poetry, sometimes it is enough just to read for the meaning of the poem.

Teachers will choose a poem for the initial reading activity which has many possible interpretations.

Students will devise a process to assist the students in reading the poem critically in the initial group reading (e.g., STRIDE - symbolism, theme/tone, rhythm, imagery, diction, effect).

Teachers will provide a duotang or insert a divided section in their notebook for the poetry journal which can be used in a variety of ways: as a brief daily activity, as a weekly response, throughout the unit or the whole course.

In order for students to complete the poetry response journal, the teacher must collect a wide variety of poems from a variety of historical places, contexts and cultures prior to beginning this unit.

The selection of poems for the journal must be organized for effective study (e.g., "The Bull Moose", Alden Nowlan – imagery/allusion).

Teachers will:
- create a rubric to assess the oral reading of a poem and the published poem.
- create a model of an oral recitation of a poem.
- review the necessary qualities of an oral presentation.
- allot class time for conferencing.
- prepare mini-lessons on stylistic devices and elements of poetry such as: metaphor, alliteration, personification, allusion, hyperbole, rhythm, rhyme, etc.
- design a test which enables students to demonstrate their ability to analyse a poem.
- research potential places of publication for personal poetry.
- investigate potential poets within the school community, (e.g., senior students).

Prior Knowledge Required

- Students will have experienced poetic readings and poetic devices in the Grade 9 English programs.
- Students will have some experience with the Bible and its many stories.

Teaching/Learning Strategies

Students will read silently as preparation for their culminating activity.
Teachers will:
- divide the class into multi-level groups.
- to provide students with tools to analyse a poem, outline a process to assist students to read a poem critically (e.g., STRIDE = Symbol, Theme/Tone, Rhythm, Imagery, Diction, Effect).
- model how to extract ideas from poems as a means of support for students' own interpretation.
- ensure emphasis is given to religious allusions and the Christian experience while analysing poem.
- provide an age appropriate poem for the class for group analysis.
- have one student will read the poem aloud to the group.
- have each student will comment on his or her initial reactions to the poem.
- monitor that students are listening attentively to one another and respecting individual opinions.

Students will:
- read the poem critically using the strategy given by the teacher offering their own personal interpretation and supporting their ideas by using lines from the poem.
- appoint a group leader who will ultimately present their reading of the poem to the class.
- work towards a consensus of the poem's meaning.
- present their reading of the group poem to the class for further discussion.

Teachers will:
- validate each group's personal reading of the poem.
- emphasize that there are many interpretations of one poem by highlighting the definitions of figurative and literal readings of poetry.
- after completing this opening activity, distribute a poem at the beginning of each class for student response in their journal.
- to give students a greater understanding of the evolution of the poetry genre, provide poems from different historical contexts, places and cultures for the poetry journal task.
- read the poem aloud. Students will then read the poem, reflect in their journal honestly on the meaning of the poem and share reflections voluntarily with the whole group.
- encourage students to reflect on the poems guided by their Catholic moral principles and gain a greater understanding of self through their personal reflections.
- use the poetry journal as a place for students to explore poetry as a means of communication and self expression. As a daily activity, this will provide repeated opportunities to analyse poetry without teacher imposed restrictions or barriers.

- encourage students to respond to the poems in their journal by linking the ideas or themes to their personal experiences and their Christian identity to see that poetry is the language of life.
- invite members of the school and larger community to read poems for students to respond to in their journals throughout the poetry unit or ask students to choose poems if desired.

Using the poem for a mini-lesson, focus on one particular stylistic device each day (e.g., symbol in Atwood's "It Is Dangerous to Read Newspapers"), giving a definition and an example from the poem (stanza, forms, rhythm, rhyme, imagery, allusion, irony, symbol) after the poem has been discussed. This is not to limit students in their readings but to teach in a holistic manner.

Students will:

- keep reflections, definitions and examples in their poetry journals which is to be ongoing throughout the poetry unit or course. Teachers occasionally will collect poetry journals to respond to students' writing.
- occasionally complete a self-assessment on their journal writing.
- write a poem for publication either locally or for a writing contest.
- select a published poem or their own work to memorize and recite orally.

Teachers will:

- conference with students to discuss and edit their poem for publication.
- model the oral recitation of a poem prior to student performance.
- instruct students on the use of cadence, internal rhythm and rhyme and pacing.
- provide many opportunities to practice oral reading of poetry before the oral recitation.
- reinforce presentation skills: eye contact, intonation, engaging the audience, voice projection, appropriate pronunciation, and body language.
- collaborate with students to create rubrics for the oral recitation and published poem.
- administer a test which demonstrates the students' level of ability to analyse the meaning of a poem and support their interpretations.

Assessment/Evaluation Techniques

Formative Assessment

- group participation in poetry reading
- poetry response journal reflections
- teacher conferencing on a student poem
- published poem
- poem – rubric (teacher- and student-created)
- self-assessment of journal reflection

Summative Assessment

- poem – rubric
- oral recitation of a published or personal poem
- written analysis of a poem – test

Accommodations

Teachers will:

- provide use of a laptop computer;
- be consistent with the students' IEPs;
- place students in multi-level groups to accommodate different learning styles and abilities;
- have students work with partners where necessary;
- provide partial poem for presentation to the class;
- tape oral recitation;

- set up teacher conferencing (e.g., to determine the need for remediation);
- have an identified student may present orally to the teacher rather than to the class;
- provide a scribe;
- replace written analysis with an oral analysis;
- in consultation with the resource staff and librarian, select more concrete poems for the students (e.g., ESL).

Resources

Barry, James, ed. *Themes on the Journey*. Scarborough: Nelson Canada, 1989. ISBN- 0-17-603089-1

Bible: *The Holy Bible - New Revised Standard Version*. Nashville: Thomas Nelson Publishers, 1989.

Catechism of the Catholic Church. Canadian Conference of Catholic Bishops, 1996. ISBN 0-7747-0151-X

Mouland, E., ed. *Tracing One Warm Line: A Selection of Canadian Poetry*. St. John's, Newfoundland: Breakwater Bodes, 1995. ISBN 1-55081-089-8

Rhinehard, Kenneth and Cecil Gray. *Caribbean Region*. Toronto: Addison-Wesley, Longman. ISBN 0-5827-6637-0, 1998.

Fanning, Peter and Maggie Goh, ed. Home and Homeland, ed. *The Canadian Immigrant Experience*. Toronto: Addison-Wesley Publishers Ltd. & Rubicon Publishing Inc. Fiction-Non Fiction Poetry, 1993. ISBN 0-201-60219-9

SightLines. Scarborough: Prentice Hall Ginn, 1999. ISBN 0-13-082171-3

Hymnals: *Glory & Praise (Classic Edition)*. Phoenix, Arizona: North American Liturgy Resources and GIA Publications, Inc., 1990.

Missal: *St. Joseph 2000 Annual Sunday Missal - Canadian Edition*. New Jersey: Catholic Book Publishing Co., 1999. ISBN 089942

Web Sites

Asian Canadian Literature
http://www.asian.ca/books

Black Canadian Writers
www.yorku.ca/research/aconline/spshwrt.htm

Canadian Literature Archive
http://canlit.st-john.umanitoba.ca/canlitx/canlit-homepage

Cyber - Journal for Writers
http://noveladvice.com

Hebrew Poetry of the Old Testament
www.catholic.org

Native Web (Stories, Poetry, Book Review)
http://web.maxwell.sry.edu/nativeweb

Student Poetry Submissions
http://www.h.net/~ndonohue/lang.htm

Catholic Poetry
http://www.newadvent.org/cathew/121746.htm

Other

Discovering Authors. CD-ROM.

poetry anthologies

Appendix 3.2.1

Poetry Rubric Analysis of a Poem

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	- limited demonstration , that he/she has understood the dominant idea of the poem	- shows basic understanding of the dominant ideas of the poem	- understood the dominant ideas	- demonstrates a depth of understanding
	- limited ability to identify and discuss important aspects of the poem	- identified some important aspects of the poem and made some attempt to discuss them,	- identified and discussed important elements of the poem and shows considerable ability to interpret them	- able to interpret dominant ideas
	- shows limited understanding of theme	- shows some understanding of theme	- shows considerable understanding of theme	- shows thorough and insightful under-standing of theme
	- demonstrates limited understanding of use and effect of stylistic devices	- demonstrates some understanding of the use of stylistic devices	- demonstrates considerable understanding of the use and effect of stylistic devices	- demonstrates thorough and insightful understanding of the use and effect of stylistic devices
Thinking	- shows limited ability to engage in any meaningful discussion of the poem	- shows some ability to engage in meaningful discussions of the poem – resorts to repetition of content and/or unsubstantiated generalizations	- made meaningful and, at times, critical comment on the poem with some originality – usually avoided irrelevancy	- demonstrated variety and originality of thought – engaged in initial reading of the poem

Criteria	Level 1	Level 2	Level 3	Level 4
Communication	- shows limited ability to communicate information and ideas with some logic and clarity	- communicates information and ideas with some logic and clarity – produces some evidences of a development of argument	- communicates information and ideas with considerable clarity – presents ideas in a systematic fashion and attempts to convince the reader	- communicates information and ideas in a high degree of clarity, logic and in confidence – convinces reader of its validity
Application	- limited in terms of grammatical usage	- some accuracy of grammatical usage	- considerable accuracy of grammatical usage	- uses the required language conventions accurately – expresses ideas in clarity, conciseness and fluency
	- limited use of variety of sentence construction - limited accurate spelling	- some use of variety of sentence construction - some accurate spelling	- considerable use of variety of sentence construction - considerable accuracy of spelling	- uses effectively a variety of sentence construction - consistent spelling accuracy
	- limited use of appropriate vocabulary	- some use of appropriate vocabulary	- uses language/ vocabulary appropriately	- demonstrates mastery of use of appropriate vocabulary
	- makes limited connections to other works, subject, God, and their world	- makes some connections to other works, subjects, God, and their world with moderate effectiveness	- makes effective connections to other works, subject, God, and their world	- makes connections with a high degree of effectiveness to other works, subjects, God, and their world

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Activity 3: Poetry Stations

Time: 350 minutes

Description

As a natural extension of Activities 1 and 2, students will learn that poetry comes in many forms. The poetry journal may be continued throughout this activity to allow students to continue to respond to poetry on an emotional level by reading for meaning. The teacher will establish poetry stations for greater efficiency and time management. Students will be introduced to different forms of poetry for classification, thematic analysis, stylistic analysis, discussion and writing. Students will demonstrate the Christian spirit of sharing as they work collaboratively to find meaning in poetry. This activity will allow students to explore and experiment with poetic forms such as free verse, shape, ballad, haiku, psalm, music lyrics, ode, limerick, concrete and environmental poetry. Students will keep all work in their writing folder.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- set appropriate goals and priorities in school, work, and personal life (4e)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- respect the rights, responsibilities and contributions of self and others (5e)
- exercise Christian leadership in the achievement of individual and group goals (5f)
- achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others (5g)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01D)
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces (LIV.02D)
- identify and explain the effect of specific elements of style in a range of literary and informational texts (LIV.03D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences (LGV.02D)

Specific Expectations

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a range of genres, including novels, plays, short stories, poetry, opinion pieces, reports, short essays, full-length non-fiction works, newspapers, magazines, and reference materials (LI1.01D)
- explain how historical or cultural contexts shape the information and ideas in a text (LI1.08D)
- use knowledge of elements of poetry, such as stanza forms, rhyme, rhythm, punctuation, free verse, imagery, and sound devices, to understand and interpret examples of the genre (LI2.02D)
- explain how authors and editors use design elements to help communicate ideas (LI3.03D)
- select words and figurative expressions with understanding and sensitivity to enhance the persuasive or expressive power of their speech and writing (LG1.03D)
- communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details (LG2.01D)
- demonstrate an understanding of a range of literary and informational forms, such as poems, narratives, comparison-and-contrast and cause-and-effect essays, speeches, and research reports, by using forms of writing appropriate to different purposes and audiences (WR2.01D)
- select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing (WR2.04D)
- edit and proofread their own and others' writing, correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below (WR5.04D)

Planning Notes

Teachers will:

- provide time for silent reading in preparation for the culminating activity.
- continue the use of the poetry journal during this activity.
- select a representative sample of Canadian and multicultural poems.
- find samples and definitions of each form of poetry to be displayed at each station.
- locate and classify poems of similar form (e.g., ballad, psalm, free verse, concrete, environmental, etc.).
- generate focus questions, writing assignments and group exploration activities on Activity Cards.
- leave station free for students to design their own task based on a form of poetry.
- design a quiz on different forms of poetry.
- give students time to develop their personal poetry station (a maximum number of stations should be organized based on a predetermined time frame with regard to the needs and interests of students).
- determine the logistics of groups and the layout of the stations within the room.
- create observation checklists to monitor daily work.
- cut out pictures of interesting and relevant shapes (objects) to be used at Station 4 (Concrete Poem).
- utilize staff assistants to monitor Station 4.
- create an audio tape of different ballads for activity Station 5 (Ballad).
- ensure they have a tape player for Station 5.
- select psalms from the Bible.
- display forms of poetry throughout the classroom as visual cues and will add student work as the unit progresses.
- have students' keep their work in their writing folder from Activity 1.
- provide self-assessment procedures at each station for students to complete.

Prior Knowledge Required

Students will have developed skills for working independently and in small groups.

Teaching/Learning Strategies

Students will read silently as preparation for their culminating activity.

Teachers will:

- continue use of the poetry journal throughout this activity.
- ascertain from students types of poetry they know and would like to know.
- place students in a group of a maximum of four people ensuring the groupings will allow students freedom of expression.
- set up a station for each poetic form (psalm, environment, free verse, concrete, ballad, haiku). teachers should ensure that choices are provided at each station.
- students will be given time to develop their personal poetry station.
- teachers and students will organize a schedule for movement through the stations including timelines and procedures.

Students will complete activity cards at each station:

Example:

Station 1 Free Verse -	Examples will be provided of free verse poems. Students will randomly choose ten words from newspapers and create a free verse poem.
Station 2 Concrete -	Examples will be provided of concrete poems. Teachers will provide a choice of magazines from which the student will choose a picture or create a picture of their own. The student will create a concrete poem to fit the picture.
Station 3 Ballad -	Students will listen to a selection of ballads to examine the form. Students will create a ballad and present it to their group musically (sing with accompaniment, using sound effects), or physically (dramatize), or visually (collage drawing).
Station 4 Haiku -	Students will read about the origin and purpose of haikus in the context of Japanese culture. Teachers will utilize staff assistants to allow students to explore their natural environment for the subject of a haiku poem.
Station 5 Psalms -	Students will read psalms from the Bible. Students will write a reflection on one psalm examining clearly and honestly how the theme relates to their own life.
Station 6 Environmental Poetry -	Students will be asked to brainstorm where they find poetry in their everyday life (e.g., greeting cards, songs). Students will create a poster of examples of environmental poetry.
Station 7 Personal Poetry -	Students will work on group initiated predetermined activity (e.g., song lyrics, hymns, sonnet, shape).
Station 8 Ode -	Students will read an ode, respond to the poem, then write an ode of their own: ode to family, friend, mentor, God.
Station 9 Limerick -	Students will answer questions on rhythm and rhyme and then create their own limerick on choice of topics (e.g., their hometown, school, etc.).

Before moving to the next station, students will share their writing with their group.

Teachers will monitor daily work of students using observation check lists.

Students will place all station work into their writing folder initiated in Activity 1.

Teachers will administer a quiz on the different forms of poetry.

Students will choose three pieces of work created at poetry stations to be submitted for teacher evaluation.

Students will complete self-assessment after completing each poetry station.

Assessment/Evaluation Techniques

Formative Assessment

- diagnostic assessment
- teacher query on student interest in poetic forms
- teacher observation checklist for daily class work
- completion of work in restrictive time frame (independent and group work)
- self-assessment

Summative Assessment

- test - poetry forms
- creative work – three poems representative of form

Accommodations

Teachers will:

- provide use of laptop computer;
- give students a copy of the definitions and handouts at each station;
- use multi-level grouping;
- provide peer helper/peer mentor to accompany the student through the stations;
- modify test structure;
- extend time frame or reduce the number of activities;
- provide for students with communication disabilities;
- provide opportunities for enrichment based on the nature of the assignment (e.g., Ballad, Psalms);
- teacher conference with student to determine needs for remediation;
- provide a peer mentor or tutor.

Resources

Abrams. Dictionary of Literary Terms.

Bible: *The Holy Bible - New Revised Standard Version*. Nashville: Thomas Nelson Publishers, 1989.

Fanning, Peter and Maggie Goh, ed. Home and Homeland, ed. *The Canadian Immigrant Experience*. Toronto: Addison-Wesley Publishers Ltd. & Rubicon Publishing Inc. Fiction-Non Fiction Poetry, 1993. ISBN 0-201-60219-9

Hymnals: *Glory & Praise (Classic Edition).* Phoenix, Arizona: North American Liturgy Resources and GIA Publications, Inc., 1990.

newspapers, magazines

Rhinehard, Kenneth and Cecil Gray. *Caribbean Region*. Toronto: Addison Wesley, Longman, Rhinehard 1998. ISBN 0-5827-6637-0

Wallace, A., ed. *Daughters of the Sun, Women of the Moon: Poetry by Black Canadian Women.* Lawrenceville, NJ: Africa World Press, 1992. ISBN -086543-195-7

Web Sites

Canadian Poetry Home Page
http://www.library.utoronto.ca/canpoetry/indexpoet/htm

Hebrew Poetry of the Old Testament
www.catholic.org
Native Web (Stories, Poetry, Book Review)
http://web.maxwell.sry.edu/nativeweb
Limmerick & Haiku Poetry
http://www.inkspot.com/ss/genres/poetry.html
Catholic Poetry
http://www.newadvent.org/cathew/121746.htm
Catholic Hymns
http://memberb.tripod.com/-kcrowell/
http://www.fortunecity.com/meltingpot/sandringham/mm/nfhymn.htm
http://www.cs.cmu.edu/people/spok/catholic/worship.htm
Poetry's Musical Roots
http://channelone.com/pop/connection/poetry
Mush Music: Contemporary Music
http://www.mushmusic.com
Teen Lit (Published Teenage Writing)
http://www.teenlit.com
Rock and Roll
http://www.cyberspace.org/~morpheus/rockandroll.htm
Poetry Cafe (Poems from people of all ages 15-22)
http://www.firstcut.com/csl.html
Music of Roman Catholic Church
www.citilink.com/barton/sharon/thesis/chapter7.html

Activity 4: Writing and Responding to Poetry

Time: 140 minutes

Description

This activity will allow students to explore their Canadian heritage and Christian traditions by examining Canadian poets and their craft. Students will research Canadian poets to determine the themes, content, and style reflective of the Canadian mosaic to be presented orally to the class. Students will recognize and respect the diverse nature of their country and be attentive to the message of Christ.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- speak the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith) (1e)
- integrate faith with life (1i)
- listen actively and critically to understand and learn in light of gospel values (2a)
- read, understand, and use written materials effectively (2b)
- respect the rights, responsibilities, and contributions of self and others (5e)
- respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01D)
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays. and opinion pieces (LIV.02D)
- identify and explain the effect of specific elements of style in a range of literary and informational texts (LIV.03D)
- use a range of print and electronic sources to gather information and explore ideas for written work (WRV.01D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence, and effective use of stylistic devices (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting. and debating, for a variety of purposes and audiences (LGV.02D)

Specific Expectations

- select and read a range of texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, evaluating print and electronic materials as sources of information, and comparing personal ideas and values with those in texts (LI1.02D)
- use relevant, significant, and explicit information and ideas from texts to support interpretations (LI1.04D)
- analyse information, ideas, and elements in texts and synthesize and communicate their findings (LI1.05D)
- explain how the values and perspectives of readers might influence their responses to a text and interpretations of it (LI1.07D)
- explain how authors use stylistic devices, such as allusion, contrast, hyperbole, understatement, oxymoron, irony, and symbol, to achieve particular effects in their writing (LI3.02D)
- identify examples of the use of idioms, euphemisms, slang, dialect, acronyms, academic language, technical terms, and standard Canadian English in oral and written work, and explain why the usage is effective in its context (LG1.01D)
- use rhetorical questions, emotional appeals, gestures, intonation, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations (LG2.05D)
- investigate potential topics by formulating questions, identifying information needs and purposes for writing and developing research plans to gather data (WR1.01D)
- locate and summarize information and ideas from print and electronic sources, including interviews, surveys, statistical data banks, reports, periodicals, and news-groups (WR1.02D)
- sort and label information, ideas, and data; evaluate the accuracy, ambiguity, relevance. and completeness of the information, and make judgements and draw conclusions based on the research (WR1.03D)

- produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (WR2.02D)
- consider the characteristics of the intended audience in selecting an appropriate form and developing the content of written work (WR2.03D)

Planning Notes

Teachers will:

- provide time for silent reading for the culminating activity.
- select captivating Canadian poems to generate class interest.
- compile a list of Canadian poets and a task sheet for the research project.
- work with the teacher librarian to provide library time and access to resources (Internet, CD-ROMs, encyclopedia).
- select poems which reflect Christian values and represent different geographical areas and cultures of Canada.
- remind the students of the potential safety issues related to the use of the Internet.

Teachers and students will create a rubric for the research activity, oral presentation, and visual aid.

Prior Knowledge Required

- knowledge of research skills
- knowledge of analysis

Teaching/Learning Strategies

Students will read silently in preparation for the culminating activity.

Teachers will:

- ensure students select poems which are representative of Canada's multicultural diversity (e.g., Native Poetry).
- share works by famous Canadian poets for student enjoyment and ask students to share their favorites.
- engage students in a class discussion highlighting common characteristics of the Canadian works just shared.
- provide the task specific rubric for the research assignment.

Teachers and students will compile a list of Canadian poets and explain the research assignment which includes an oral presentation.

Students will select a Canadian poet to research and a representative selection of poems.

Teachers will instruct students on safe and appropriate use of the Internet and its limitations.

Students will research the life and impact of their chosen poet by using encyclopedias, the internet, CD-ROMs, biographies, etc.

Teachers, in collaboration with the teacher-librarian, will assist students in finding resources.

Teachers, with students, will create a rubric for the oral presentation assessing presentation skills and content.

Students will:

- be encouraged to read many poems and to choose their favorites to analyse further.
- determine common themes and the poetic style of their chosen poet using a selection of poems that span the career of their poet.
- have opportunities to practise presenting in front of their peers in small groups for peer evaluation and to self-assess their performance.

- create a visual which includes a picture of their poet, a biography, a list of Canadian characteristics and a sample of his/her work.
- present their findings on the poet to the class based on their research and an analysis of poems.
- respect the contribution of others and listen actively during oral presentations in light of gospel values.
- as a collective group, based on the presentations, determine what it means to be a Canadian poet.
- write a commentary synthesizing their idea of what it means to be a Canadian poet and how our voice is influenced by our environment.

Assessment/Evaluation Techniques

Formative Assessment

- teacher observation of use of class time (checklist)
- research notes
- teacher conferencing
- peer and self-assessment

Summative Assessment

- visual aid for presentation
- research assignment
- oral presentation (rubric)
- written commentary

Accommodations

Teachers will:

- conference with students to determine the framework of the assignments. (e.g., theme – love);
- provide audio tapes of Canadian poets and poetry;
- provide peer assistance with research;
- allow individuals to present in a separate form based on needs;
- negotiate enrichment activities on an individual basis (e.g., interview, video presentation);
- pair students up to work with a partner;
- modify assignments to accommodate language proficiency (e.g., ESL student will write a poem reflecting their feelings about Canada).

Resources

Barry, James, ed. *Themes on the Journey*. Scarborough: Nelson Canada, 1989. ISBN 0-17-603089-1

Discovering Authors. CD- ROM.

Fanning, Peter and Maggie Goh, ed. Home and Homeland, ed. *The Canadian Immigrant Experience*. Toronto: Addison-Wesley Publishers Ltd. & Rubicon Publishing Inc. Fiction-Non Fiction Poetry, 1993. ISBN 0-021-60219-9.

Mouland, E., ed. *Tracing One Warm Line: A Selection of Canadian Poetry*. St. John's, Newfoundland: Breakwater Bodes, 1995. ISBN 1-55081-089-8

Wallace, A., ed. *Daughters of the Sun, Women of the Moon: Poetry by Black Canadian Women*. Lawrenceville, NJ: Africa World Press, 1992. ISBN -086543-195-7

SightLines - Literature Anthology. Scarorough: Prentice Hall Ginn, 1999. ISBN 0-13-082171-3

Transitions. Toronto: Harcourt Brace and Co., 1995. ISBN 0-7747-0151-6

Web Sites

Asian Canadian Literature
http://www.asian.ca/books
Black Canadian Writers
www.yorku.ca/research/aconline/spshwrt.htm
Canadian Tamils Page
http://www.pathcom.com/ythami/canlit.htm
Native Web
http://web.maxwell.syr.edu/nativeweb
First Peoples
http://www.schoolnet.ca/aboriginal
Canadian Poetry Home Page
http://www.library.utoronto.ca/canpoetry/indexpoet/htm
Canadian Literature Archive
http://canlit.st-john.umanitoba.ca/canlitx/canlit-homepage

Activity 5: Poetry Portfolio

Time: 140 minutes

Description

In the final activity of the poetry unit, students will create a portfolio of work. Drawing from their writing folder students will self select pieces of their work for assessment. They will also include a written analysis of a Canadian poet, a favorite poem with a reflection and examples of their own work. In this way students will reflect on their own personal values, abilities and aspirations.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- read, understand, and use written materials effectively (2b)
- write and speaks, fluently one or both of Canada's official languages (2d)
- use and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life (2e)
- make decisions in light of gospel values with an informed moral conscience (3d)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- examine and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities (4g)
- accept accountability: for one's own actions (7b)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01D)
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces (LIV.02D)
- identify and explain the effect of specific elements of style in a range of literary and informational texts (LIV.03D)

- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence, and effective use of stylistic devices (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)

Specific Expectations

- use relevant, significant, and explicit information and ideas from texts to support interpretations (LI1.04D)
- explain how the values and perspectives of readers might influence their responses to a text and interpretations of it (LI1.07D)
- explain how historical or cultural contexts shape the information and ideas in a text (LI1.08D)
- use knowledge of elements of poetry, such as stanza forms, rhyme, rhythm, punctuation, free verse, imagery, and sound devices, to understand and interpret examples of the genre (LI2.02D)
- explain how authors use stylistic devices, such as allusion, contrast, hyperbole, understatement, oxymoron, irony, and symbol, to achieve particular effects in their writing (LI3.02D)
- explain how authors and editors use design elements to help communicate ideas (LI3.03D)
- demonstrate an understanding of a range of literary and informational forms, such as poems, narratives, comparison-and-contrast and cause-and-effect essays, speeches, and research reports, by using forms of writing appropriate to different purposes and audiences (WR2.01D)
- produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (WR2.02D)
- revise drafts to ensure that ideas are adequately supported by relevant details and facts and to achieve clarity, unity, and coherence (WR4.01D)
- consider reactions of teachers, peers, and others in revising and editing written work (WR4.04D)
- identify borrowed information, ideas, and quotations and use a variety of techniques to incorporate them smoothly into written work and independent research projects (WR5.01D)
- assess their facility with the writing process, documenting their use of genres and forms in personal and assigned writing and identifying goals for writing improvement and growth (WR5.03D)
- use a variety of resources to correct errors in spelling (WR5.10D)
- select words and figurative expressions with understanding and sensitivity to enhance the persuasive or expressive power of their speech and writing (LG1.03D)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech, including infinitives and gerunds;
  - types of sentences, including compound-complex sentences;
  - components of sentences, including prepositional, adjective, and adverb phrases;
  - infinitive and gerund phrases; noun, adjective, and adverb clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice (LG1.05D)

Planning Notes

Teachers will:

- provide time for daily silent reading for the culminating activity.
- work with the teacher/librarian to book computer lab time and provide resources.
- work with students to determine the requirements for the poetry portfolio and compile a list of Canadian poets (from Activity 4).
- involve students in determining the assessment of the portfolio.
- allot time for teacher-led and student-led conferences.
- provide adequate class time to ensure access to resources, the computer lab, and teacher support.

As it is a culminating activity, it is assumed that students will have learned the skills and knowledge needed to complete this activity (e.g., analysis of a poem, poetic devices, form, elements, use of reflection, and how to read a poem).

Prior Knowledge Required

The student is completing this task after finishing the poetry unit thus will have knowledge and skills on how to read and analyse poetry.

Teaching/Learning Strategies

- Students will read silently in preparation for the culminating activity.
- Teachers and students will outline the requirements of the poetry portfolio. It may include: a personal poem, two choices from their poetry folder, a critical analysis of a Canadian poet, a favorite poem with a reflection, a poem chosen which focuses on a particular poetic device with an explanation.
- Teachers will engage students in creating the assessment procedure for this activity.
- Students will write a poem which reflects their personal voice for inclusion in their portfolio.
- Teachers will continue to encourage students to reflect on their personal values in light of their Catholic faith.
- Students will lead a conference with the teacher to select two pieces of their best poetry work from their writing folder and justify their choice in a short written reflection to be included in the portfolio.
- Teachers and students will create a list of Canadian poets (see Activity 4).
- Students will select a poet from the list (other than their poet studied in detail in Activity 4).
- Students will select a poem by their chosen Canadian poet to analyse.
- Teachers will work with the librarian to access available resources for students (i.e., Internet, anthologies, etc.).

Students will:

- analyse the poem for personal interpretation of meaning, theme, use of stylistic devices, form and poetic elements which have been studied throughout the unit, in written commentary and include the written commentary in their poetry portfolio.
- choose one favorite commentary poem from their poetry journal that was discussed in class that they particularly liked and write a short reflection on their choice.
- choose one poem to read to the class which highlights a particular poetic device.
- explain how the particular device is used and its effect on the reading of the poem.

Teachers will:

- assist students as they go through their journal and folder in making good choices.
- teachers will assess student reading by evaluating; content, oral reading (cadence, internal rhythm, pacing).
- provide an option for students to present their reading of the poem one-on-one with the teacher.

- conference with each student to ensure that all elements of the portfolio are included.
- allot some class time for the compilation of student work and it will be expected that out of class time will be used as well.
- provide access to the computer lab for word processing and editing.

Students will self-evaluate their finished product.

Assessment/Evaluation Techniques

Formative Assessment

- teacher/student conferences
- decision making skills (checklist)
- self-evaluation

Summative Assessment

- poetry portfolio – teacher evaluation

Accommodations

Teachers will:

- provide use of a laptop computer;
- modify the requirements of the poem analysis (e.g., stylistic devices);
- work with the student to select both a poet and a poem;
- allow students work with a peer tutor/peer mentor;
- allow an enrichment activity that includes a student initiated proposal that is negotiated between the student and teacher (e.g., comparison of stylistic devices used by the poet in two pieces of work);
- give students presentation options;
- conference with the student to determine the remediation strategy.

Resources

Books

Barry, James, ed. *Themes on the Journey*. Scarborough: Nelson Canada, 1989. ISBN 0-17-603089-1

Cameron, B. *Prism of Poetry: Pathways to Writing*. Scarborough: Prentice-Hall Canada Inc., 1995. ISBN 0-13-435330-7

Fanning, Peter and Maggie Goh, ed.. Home and Homeland, ed. *The Canadian Immigrant Experience*. Toronto: Addison-Wesley Publishers Ltd. & Rubicon Publishing Inc. Fiction-Non Fiction Poetry, 1993. ISBN 0-201-60219-9

Kirkland, G. and R. Davies. *Inside Poetry*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-1224-4

Mouland, E., ed. *Tracing One Warm Line: A Selection of Canadian Poetry*. St. John's, Newfoundland: Breakwater Bodes, 1995. ISBN 1-55081-089-8

Rhinehard, Kenneth and Cecil Gray. *Caribbean Region*. Toronto: Addison Wesley, Longman. ISBN 0-5827-6637-0, 1998

Wallace, A., ed. *Daughters of the Sun, Women of the Moon: Poetry by Black Canadian Women*. Lawrenceville, NJ: Africa World Press, 1992. ISBN -086543-195-7

SightLines - Literature Anthology. Scarborough: Prentice Hall Ginn, 1999. ISBN 0-13-082171-3
Transitions. Harcourt Brace and Company, Toronto. ISBN 0-7747-0151-X, 1995

Web Sites

Canadian Poetry Home Page
http://www.library.utoronto.ca/canpoetry/indexpoet/htm

Canadian Literature Archive
http://canlit.st-john.umanitoba.ca/canlitx/canlit-homepage

Native Web (Stories, Poetry, Book Review)
http://web.maxwell.sry.edu/nativeweb

Student Poetry Submissions
http://www.h.net/~ndonohue/lang.htm

Poetry Cafe (Poems from people of all ages 15-22)
http://www.firstcut.com/csl.html

Other

Discovering Authors. CD-ROM.
poetry anthologies

Unit 4: Drama: All the World's a Stage

Time: 20 hours (16 hours and 4 hours for skills development)

Unit Description

Students will expand and apply skills learned thus far, in the course, to the study of drama. Students will read and discuss the text and will be given the opportunity and information necessary to interpret the elements of dramatic structure, character and characterization, theme, setting and dramatic devices. Students will understand the importance of the context (social, cultural, and political) in which a literary work was created and apply this knowledge in appreciating the text being studied. Students will demonstrate their understanding by reading, discussing, analysing and by participating and responding in various creative activities (e.g., dramatic presentation, prompt booklet and, journal responses). Teachers may access community resources to enhance student learning and to promote multiculturalism such as organizing a field trip to see a theatre production. These activities will allow the students to apply their knowledge of the human experience and the development of a just and compassionate society.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1d, 1j, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4f, 4g, 5a, 5e, 5f, 5g, 7g.

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations: LIV.01D-03D; WRV.01D-05D; LGV.01D, 02D; MDV.02D.

Specific Expectations: LIV.01D-03D, 06D, 08D; LI1.01D-05D, 07D, 08D; LI2.01D, 02D; LI3.01D, 02D; LI3.02D; WR1.02D; WR2.02D-04D; WR3.02D, 03D; WR4.01D, 03D, 04D; WR5.01D, 02D, 04D-06D, 08D, 10D, 11D, 13D; LG1.02D-07D; LG2.01D-06D; MD1.02D; MD2.01D.

Activity Titles (Time + Sequence)

Activity 1	Tacking it up to Experience: An Introduction to a Play	160 minutes
Activity 2	The Traffic of Our Stage: Reading and Explication of Text	380 minutes
Activity 3	Creative Reverberations: Creative Extension	180 minutes
Activity 4	"Prompting" a Performance	240 minutes
Activity 5	Effective Outcomes: Cause and Effect Essay	240 minutes

Unit Planning Notes

Teachers will provide time for silent reading in preparation for the culminating activity.

Most teachers choose to study Shakespearean drama. This remains an excellent vehicle to teach the dramatic form and the challenge for teachers, is to relate the conflicts and themes of Shakespeare's plays to the lives of teenagers, as well as to help students understand the beauty of the language. Teachers are also encouraged to avail themselves of modern drama that relates to the experience of the students, and reflects our multicultural society. All drama chosen must be used as a forum to discuss and reflect on gospel values. The selection of the text should take into consideration the students' interests and backgrounds, as well as availability of materials and future educational paths open to students.

Teachers will:

- use diagnostic methods to determine students' previous knowledge of drama. This information will prove invaluable for future planning.
- be mindful that the study of drama reveals the universal aspects of the human experience and thus should be treated with sensitivity.

- make links to students' personal experiences, the ever-changing world in which we live, and gospel values where necessary and appropriate.
- ensure to plan sufficient time for teacher and student collaboration of (e.g., performances, essay writing and research projects).
- devise various methods to facilitate student reading of the play (e.g., silent reading, assigning roles, viewing of videotapes).
- be aware that Activity 3 – Creative Extension is linked to Activity 2.
- be aware that one activity may overlap another (i.e., Activity 4 may still be in process when Activity 5 is assigned).
- work with students to generate lists of topics for the historical period of the play/playwright and the cause and effect essay, as well as generate alternatives to the dramatic performance.
- allow for maximum student input into topic lists for writing and discussion.
- prepare tests and quizzes.
- plan a lesson on the use of a drama journal.
- consult with the teacher-librarian to acquire audio/visual materials and to book library time for research.
- consult the technology staff regarding the availability of computers for researching information on the Internet. **Note:** When having the students use the Internet teachers must emphasize the appropriate use of the Internet along with the potential safety issues associated with its use.
- need to prepare open-ended questions which address different levels of thinking and communication (knowledge/understanding, thinking/ inquiry, communication, and application).
- review and/or prepare mini-lessons on language construction, subtext, choral reading, compare and contrast form, and grammar (the gerund, the infinitive, phrases, and clauses).

Teachers and students will create rubrics/checklists and task sheets as dictated by the assignment (i.e., The Creative Extension and Dramatic Performance and Cause and Effect Essay, Historical Research, and Oral Presentation).

Teachers and students will need to collect the visual image necessary to create the bulletin board (i.e. construction paper, magazine images, etc.).

Teachers will:

- prepare a glossary of literary and dramatic terms and devices.
- access community resources (e.g., field trip to see play, speaker/actor from Drama Guild, MASC (Multicultural Arts for School and Community).
- determine which activities are better suited for small groups, large groups, or individuals.
- review expectations of group work and class productivity. An inclusive environment that instills co-operation and respect will be emphasized.
- prepare alternate assignment possibilities where appropriate (e.g., for students who have been identified, for enrichment and for ESL students).
- prepare a checklist for peer and self-evaluation of group dynamics.
- ensure adequate time for students to learn, practise, and write a cause and effect essay.
- select exemplars to assist modelling of essay writing.
- acquire a film version of the play being studied.
- ensure a balanced approach of teaching and learning strategies: teacher-directed, student-initiated, group work, and individual work.

Prior Knowledge Required

- A cursory knowledge of drama based on the Grade 8 and Grade 9D and P program in Ontario or in elementary school (i.e., a rudimentary understanding of stage action and set).
- A knowledge of literary terms from Grade 9 and previous units studied in this course (i.e., allusion, imagery, metaphor, blank verse, prose, rhyme).
- An understanding of theme, setting, and character from previous units.

Teaching/Learning Strategies

Teachers will:

- use diagnostic methods to determine students' prior knowledge of drama.
- continue to implement time for student reading (e.g., culminating activity).
- introduce this unit by dramatically telling the story of the play to be studied and will tack up key words, symbols, and pictures on a bulletin board to re-enforce the story visually.
- use various reading strategies (i.e., silent reading, viewing or listening to play, reading aloud).
- create and distribute task sheets, lists of topics, and criteria assessment for: the historical research project and oral presentation, creative extension, dramatic performance and the prompt book, and the cause and effect essay.
- ensure sufficient time for students to brainstorm and plan (e.g., topics for cause and effect paper, creative extension, historical research projects).
- prepare tests and quizzes, assessing communication, synthesis, comprehension and analysis of text.
- review expectations of group work and class productivity.
- assign students to multi-levelled groups to meet student needs in selected activities (e.g., research of historical period, preparation of dramatic presentations, peer editing, group discussions, etc.).
- create and distribute a checklist for student self- and peer evaluation of group dynamics.
- circulate among student groups to ensure students' commitment to task, sensitivity to one another and the clear articulation of ideas. Group work/discussions provide opportunities for students to practise and to develop leadership skills and conflict management skills. Teachers will offer guidance, ask questions, and encourage students.

Students will evaluate their individual and group's contributions to group dynamics according to teacher checklist.

Teachers will:

- review/teach a lesson on Elizabethan language construction if teaching Shakespeare; and on idioms, slang, colloquialisms and expressions if teaching modern drama. This could extend to a lesson on grammar "then and now", where teachers compare modern grammar structures to grammar structures of the time of the drama.
- instruct students about subtext: inflection, stress, non-verbal communication; and mechanics of choral reading.
- give students the opportunity to apply their understanding of subtext, inflection, stress, and nonverbal communication in choral reading, paraphrasing, dramatizing key scenes, and answering high level thinking questions.
- use a variety of methods to enhance students' understanding of the play (e.g., journal response, diary entries, paraphrasing, discussion, choral reading, question and answer).

Students will:

- take this opportunity to make links among personal experiences, media, and the play.
- critique societal values as they are presented in the play and in connection to the media in light of gospel values.

Teachers will:

- access local community resources to support student learning and to promote multiculturalism (e.g., invite an actor or director from your local theatre guild or a touring company like MASC (Multicultural Artists for School and Community) to present a workshop or to perform a drama).
- review/teach literary terms and devices: allusion, metaphor, simile, rhyming couplet, pathetic fallacy, personification, hyperbole, dramatic and verbal irony, puns, prose, blank verse, and imagery) in context of the play and students will have the opportunity to use these terms in discussions and written answers.
- review the important tools for students for reading an essay and review the basic structure of the essay (taught in Unit 1, Activity 5), as well as review of the formatting and documenting of quotes.
- instruct the students to write a cause and/or effect essay by providing models of a good cause and/or effect paper.
- review the infinitive and the gerund phrases and clauses.

Students may view the film version of the play being studied.

Students will analyse and discuss a model cause and effect essay for structure, content, and style using teacher-generated questions as a guide.

Students will be engaged in the writing process and teacher/student conferencing.

Teachers will provide guidance for student writing in conferences and students will incorporate teacher suggestions for improvement of their thesis, introduction, outline, structure, support development, etc.

Students will have many opportunities to write, revise, edit, and then submit a polished copy of their cause and/or effect essay.

Assessment/Evaluation Techniques

Formative Assessment

- Teachers will use diagnostic tools to assess students' prior knowledge of drama informally.
- formal and informal teacher observation of the use of class time, commitment to task, and of group dynamics
- informal monitoring of completion of homework, assignments, as well as oral participation in order to identify possible comprehension and synthesis difficulties
- response journals will be reviewed for completion, content, spelling and grammar
- commitment and use of class time will be monitored
- teacher conferencing for development of thesis, topics, and general outline for cause and effect essay
- writing process progress and skill development
- teacher observation reading – silent, choral, and dramatic will be observed

Summative Assessment

- Tests and quizzes will be written in order to assess the student's knowledge of literary and dramatic terms, comprehension of text, critical thinking, analytical, and writing abilities.
- The oral presentation of the research project will be assessed according to pre-determined criteria.
- A two- to four-paragraph comparative assignment comparing student experiences to the play evaluated for content, style, structure, and the infinitive and the gerund.
- creative extension project – checklist.
- Written research project assessed for content, organization and style.
- Dramatization or alternate assignment to rubric created by teacher or student.
- Prompt book completion of guide questions.
- Cause and effect essay to rubric/checklist.

Accommodations

Teachers will

- provide use of a laptop computer;
- be consistent with the student's IEP It is essential that teachers consult the resource staff to ensure that program modifications are appropriate;
- modify time requirements;
- use multi-levelled groups;
- use a peer helper/peer mentor/senior student;
- negotiate enrichment activities with the student;
- assign a scribe;
- provide teacher-designed template/exemplar for assignments;
- use audio tape when necessary;
- conference to modify task design and length;
- use extra conferences when necessary (remediation).

Resources

Books

Ballach, Judy. *Drama In Perspective*. Toronto: Harcourt Brace, Canada, 1993. ISBN 0-7747-1416-6

Beissel, H. *Cues and Entrances*. Toronto: Gage Educational Publishing Company, 1993. ISBN 0-7715-1002-0

Booth, D. and C. Lindy. *Interpretations: Learning Through Drama*. Toronto: Harcourt Brace, Canada, 1998. ISBN 0-7747-1210-4

The Canadian Press Stylebook. Toronto: The Canadian Press Books.

Carroll, Aileen M. *Here's Shakespeare*. St. Stephens, NB: J. Weston Walch, 1999. ISBN 0-00429-474

Dawe, R. "Here's How to Stage Plays". *ResourceLines 9/10*. Scarborough: Prentice Hall, 1999. ISBN 0-13-0129224

Duncan, B., et al. *Mass Media and Popular Culture Version 2*. Toronto: Harcourt Brace and Company, 1996. ISBN 7747-0170-6

Eaton, Diane, ed. *On Cue 2*. Toronto: Harcourt Brace and Company, 1998. ISBN 03-997355-7

French, David. *Leaving Home*. Stoddard Publishing, 1982. ISBN 0-7737-5018-5

Murrell, John. *Waiting For The Parade*. Vancouver, BC: Talon Books, 1980. ISBN 0-88922-183-9

Norton, S. and N. Waldman. *Canadian Content*. Toronto: Harcourt Brace and Company, 1999. ISBN 7747-3518-X

Ravel, A., ed. *Canadian Mosaic*. Toronto: Sivin and Pierre Publishing Company, 1995. ISBN 0-88234-264-X

Seeing and Believing. Irwin Publishing, 1992. ISBN 0-7725-1852-1

Stevens, Clark. *The Least You Should Know About Drama*. St. Stephens, NB: J. Weston Walch, 1999. ISBN 0-14969-474

Stevens, John, ed. *Ten Canadian Short Plays*. Toronto: Dell Distributing, 1975. ISBN 0-440-9575.

Swartz, L. *Drama Themes: A Practical Guide for Teaching Drama*. Markham: Rembrola, 1998. ISBN 0-921217-21-8

Tietelbaum, H. *How To Write A Thesis*. New York: Aico Publishing, 1989. ISBN 0-13-441692-9

Tompkins, Jane. *Reader Response Criticism: From Formalism to Post Structuralism.*

Dawe, R. "Here's How Stage Plays", *ResourceLines 9/10*. Scarborough: Prentice Hall, 1999. ISBN 0-13-0129224

Basic Drama Projects. Clark Publishing Company, 1982. 0931054-06-0

Playwrights Canada Press Staff. *Singular Voices*. Toronto: Playwrights Canada Press, 1997. ISBN 0-88754-510-6

Web Sites

Canada Council: Weir project brings the knowledge and insights of this generation of writers to young writers and readers.
http://www.edu.yorku.ca/~wier/partners.htm/SCHOOLNEt

Canadian Theater Encyclopedia: Gives information regarding Canadian theater production/writers, etc.
http://www.canadiantheatre.com

Local Events: Provides information on local events within your community
http://www.arts.on.ca/cgi-bin/db/searchpres.p19

Shaw Festival: A list of productions
http://shawfest.sympatico.ca/frame2.html

Playwrights Union of Canada
http://www.puc.ca

Storytellers: A list of storytellers/performers throughout Ontario.
ttp://www.web.net/~storytel/listings.htm

Touring Groups: Provides information regarding various touring groups.
ttp://www.arts.on.ca/English/serv/tourpresent/tourintr.htm

http://www.neiu.edu/

http://www.english.nwu.edu/

http://wwar.com/

http://www.nfb.ca

http://www.cbc.ca

http://www.thestar.com

CD-ROMs

Adromedia Interactive Inc. *William Shakespeare: The Complete Works on CD-ROM.* Toronto: Irwin Publishing. ISBN 1-898137-161

The Interactive Shakespeare Library.

Human Resources

drama teacher, senior drama students, local arts council, poets, writers, performers in the community

TV Shows

(explore teen issues, values and trends)
Ready or Not, Street Sense, Images, and *Jonovision*

Additional Plays

A list of Canadian Plays from the Playwright Union of Canada:

Shakedown Shakespeare by Philip Adams
A fast and funny take on four of the Bard's finest: *Romeo and Juliet, King Lear, Macbeth,* and *Hamlet.* Introduces the stories, themes and language of Shakespeare to youngsters.

Free's Point by Philip Adam
Driven deeper into the bush by his fears of society, a man confronts his past actions. Based on a true story.

Maharani and the Maple Leaf by Jan Derbyshire
An East Indian woman struggles with contradicting parts of herself to find out who she really is – Maharani, the inner-spiritual guide, Sheila the actress, or Sushil? First produced in 1992 at Firehall/Arts Centre, Vancouver, BC.
Pillar of Sand by Eric Nicol
Ah Men! By David Pody
A young man's struggle through adolescence is examined episodically.
Moon People by Aviva Ravel
An adopted teenager confronts her birth mother and through their mutual regret, pain, anger and love, the two women reach an understanding of one another.
Suddenly Shakespeare by Kim Selody
A fast-paced retelling of *The Tempest, Romeo and Juliet, MacBeth,* and *Twelfth Night*, combining lively humour and modern sentiments, with Shakespeare's own words.
Lovers and Liars by Kim Selody
Four students set out to find out who Shakespeare really was. They become caught up in the characters and lost in the plays. They end up caught in a lovers' triangle and reveal their true feelings for one another.
Marriage a la Chaucer by Patrick Walsh
A modern verse dramatic adaptation of three of Chaucer's classic marriage tales. Bawdy and bold, full of ironic comment on relationships.
Time Bomb by Betty Jane Wylie
A group of ex-mental patients struggle for self-esteem and human dignity in a boarding house. Based on the author's undercover experience.
Jim by Mark Leiren Young
A teenaged boy makes a pilgrimage to the graveside of his hero, Jim Morrison, in search of answers. Or at least the right questions.

Activity 1: Tacking it up to Experience: An Introduction to a Play

Time: 160 minutes

Description

As an introduction to this unit the teacher will briefly review the life and times of the playwright (e.g., Shakespeare, Michel Tremblay, Joanna Glass). Students and teacher will participate in the creation of a bulletin board which summarizes the play in a visually creative way. Students will also research one aspect of the historical/cultural milieu of the play and produce and present an object that is representative of that aspect of the time period. This actively creates the opportunity for students to respect and understand the history, cultural heritage and pluralism of society.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- listen actively and critically to understand and learn in light of gospel values (2a)
- read, understand, and use written materials effectively (2b)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- adopt a holistic approach to life by integrating learning from various subject areas and experience (3e)

- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- demonstrate flexibility and adaptability (4b)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- examine and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities (4g)
- respect the rights, responsibilities, and contributions of self and others (5e)
- achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others (5g)
- respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations

- use a range of print and electronic sources to gather information and explore ideas for written work (WRV.01D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence. and effective use of stylistic devices (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences (LGV.02D)
- use knowledge of a range of media forms, purposes, and audiences to create media works, and use established criteria to assess the effectiveness of the works (MDV.02D)

Specific Expectations

- explain how historical or cultural contexts shape the information and ideas in a text (LI1.08D)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech, including infinitives and gerunds;
  - types of sentences, including compound-complex sentences;
  - components of sentences, including prepositional, adjective, and adverb phrases;
  - infinitive and gerund phrases; noun, adjective, and adverb clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice (LG1.05D)
- recognize, describe, and correct sentence errors in oral and written language (LG1.06D)
- locate and summarize information and ideas from print and electronic sources, including interviews, surveys, statistical data banks, reports, periodicals, and news-groups (WR1.02D)
- consider reactions of teachers, peers, and others in revising and editing written work (WR4.04D)
- edit and proofread their own and others' writing, correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below (WR5.04D)

Planning Notes

Teachers will provide time for silent reading in preparation for the culminating activity.

Most teachers choose to study Shakespearean drama. This remains an excellent vehicle to teach the dramatic form and the challenge, for teachers, is to relate the conflicts and themes of Shakespeare's plays to the lives of teenagers, as well, as to help students understand the beauty of the language. Teachers are also encouraged to avail themselves of modern drama that relates to the experience of the students, and reflects our multicultural society. All drama chosen must be used as a forum to discuss and reflect on gospel values.

Teachers will collect materials to prepare the bulletin board (e.g., construction paper, props, letters for titles, key words). The bulletin board is a visually creative way to tell the story of the drama to the student. Students and teachers will collect magazines for students' use.

Teachers will:

- collect a variety of magazine pictures to represent key characters from the play to be studied.
- plan for students to contribute to the creation of the bulletin board (e.g., by choosing and bringing in pictures and objects for the bulletin board).
- meet with the teacher-librarian to determine the variety of resources, arrange for research time and ensure that all precautions have been taken to promote safety while working with technology.
- generate a list of topics which relate to aspects of the playwright's historical period (i.e., Shakespeare) or the cultural milieu of the play (e.g., *Billy Bishop Goes to War* – World War I).
- be open to topics generated by students.
- prepare a task sheet and assessment criteria for the research project and oral presentation.
- prepare and teach a brief review of the life and times of the playwright being studied.

Prior Knowledge Required

- previous exposure to drama (e.g., Shakespeare) in Grade 9 D and P and/or in elementary school.

Teaching/Learning Strategies

Students will read silently as preparation for their culminating activity.

Teachers will

- introduce this unit by dramatically telling the story of the play to be studied.
- to reinforce the story visually, tack up key words, symbols, and pictures to the bulletin board as the play is being revealed, e.g., key words from *Julius Caesar:* betrayal, "Beware the Ides of March", "et tu Brute", Oracle, tragic flaw; key symbols: dagger, entrails; key pictures: Marc Anthony, Brutus; key setting/props: pictures of ancient Rome, silhouette of mob, pillars.

Students will expand the bulletin board further by bringing in a magazine picture depicting a character from the play (based on the teacher's rendition of the story). This could also be done after reading the opening scenes of the play.

Teachers will distribute a task sheet which outlines the expectations for the research project on one aspect of the historical and cultural milieu of the play.

Teachers will prepare and distribute an assessment criteria for the research project and the oral presentation.

Students will choose one topic from the list provided by the teacher or generate a topic of their own (e.g., music, art, culture, law, politics, clothing, etc.).

Students can choose to work individually or in pairs for the assignment.

Teachers will:

- approve group size depending on the topic chosen and object produced.
- circulate among the research groups to answer questions, offer guidance and to ensure that students remain on task.

Students will:

- produce an object or concrete representation which symbolizes an aspect of their research findings (e.g., an Elizabethan quill, an article of clothing, the preparation of a meal, the performance of music.).
- share their research findings and display their object or concrete representations to the class. These presentations are informal. Teachers will create an atmosphere that fosters respect and sensitivity to learning and of each other.
- submit a brief (150-word) written report explaining how their object is representative of their research.

Teachers will remind students that all assignments should be edited for style, grammar, as well as content.

Assessment/Evaluation Techniques

Formative Assessment

- informal/formal teacher observation - use of class time and commitment to task.
- daily participation
- ongoing daily reading
- submission of picture for the bulletin board

Summative Assessment:

- oral presentation of historical research - validity of content, organization of material and clarity
- creative object representative of aspect of historical research – relevance
- 150-word report explaining how the concrete object is indicative of the student's research. This will be evaluated for content and style.

Accommodations

Teachers will:

- provide use of laptop computer;
- be consistent with the students' IEP. Teacher will consult with the resource staff to make the appropriate accommodation;
- reduce length of the written report (e.g., for ESL students);
- use of a peer tutor - help with research;
- use teacher- assigned group based on student needs (multi-levelled group);
- modify presentation (written/video);
- negotiate enrichment with student (e.g., write lyrics that reflect the culture of the time);
- use teacher conferences (remediation).

Resources

Beissel, H. *Cues and Entrances*. Toronto: Gage Educational Publishing, 1993.
ISBN 0-77-15-1002-0

Norton, S. and N. Waldman. *Canadian Content*. Toronto: Harcourt Brace and Company, 1999.
ISBN 7747-3518-X

Stevens, John, ed. *Ten Canadian Short Plays*. Toronto: Dell Distributing, 1975. ISBN 0-440-95754-0
The Canadian Press Stylebook. Toronto: The Canadian Press Books.

Playwrights Canada Press Staff. *Singular Voices*. Toronto: Playwrights Canada Press, 1997.
ISBN 0-88754-510-6

Canada Council: weir project brings the knowledge and insights of this generation of writers to young writers and readers
http://www.edu.yorku.ca/~wier/partners.htm/SCHOOLNET

Canadian Theater Encyclopedia: Gives information regarding Canadian theater production/writers, etc.
http://www.canadiantheatre.com

Playwrights Union of Canada
http://www.puc.ca

http://www.english.nwu.edu/

http://wwar.com/

The Interactive Shakespeare Library. CD-ROM.

Human Resources
drama teacher, senior drama students, local arts council, poets, writers, performers in the community.

TV Shows
(explore teen issues, values and trends)
Ready or Not, Street Sense, Images, and *JonoVision*

Activity 2: The Traffic of Our Stage: Reading and Explication of the Text

Time: 380 minutes

Description

This activity composes the core of the drama unit. Students will participate in a variety of activities such as improvisation, dramatization, journal responses, choral reading, question and answer, paraphrasing and oral and silent reading. Teachers will instruct the student in the use of various literary and dramatic devices as well as guide all activities listed above. Resource personnel from the community will be invited to enhance students' understanding and enjoyment of drama and to foster multiculturalism. The universal aspect of the human experience is revealed through the analysis of dramatic work, and to this end can be used to enhance personal growth and quality of life.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- recognize that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption (Witnesses to Faith) (1j)
- listen actively and critically to understand and learn in light of gospel values (2a)
- read, understand, and use written materials effectively (2b)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- write and speak fluently one or both of Canada's official languages (2d)
- recognize there is more grace in our world than sin and that hope is essential in facing all challenges (3a)
- create, adapt, evaluate new ideas in light of the common good (3b)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- make decisions in light of gospel values with an informed moral conscience (3d)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)

- examine and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities (4g)
- work effectively as an interdependent team member (5a)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01D)
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces (LIV.02D)
- identify and explain the effect of specific elements of style in a range of literary and informational texts (LIV.03D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- use a variety of organizational techniques to present ideas and information logically and coherently in written work (WRV.03D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences (LGV.02D)

Specific Expectations

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a range of genres, including novels, plays, short stories, poetry, opinion pieces, reports. short essays, full-length non-fiction works, newspapers, magazines, and reference materials (LI1.01D)
- select and read a range of texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, evaluating print and electronic materials as sources of information, and comparing personal ideas and values with those in texts (LI1.02D)
- select and use a variety of reading strategies before, during, and after reading to understand texts (LI1.03D)
- use relevant, significant. and explicit information and ideas from texts to support interpretations (LI1.04D)
- analyse information, ideas, and elements in texts and synthesize and communicate their findings (LI1.05D)
- explain how the values and perspectives of readers might influence their responses to a text and interpretations of it (LI1.07D)
- explain how historical or cultural contexts shape the information and ideas in a text (LI1.08D)
- compare the use of diction and syntax in the work of different authors and explain how these elements enhance the theme or message (LI3.01D)
- explain how authors use stylistic devices, such as allusion, contrast, hyperbole, understatement, oxymoron, irony, and symbol, to achieve particular effects in their writing (LI3.02D)

- select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing (WR2.04D)
- use a pattern such as comparison and contrast, cause and effect, or classification to structure short essays (WR3.03D)
- edit and proofread their own and others' writing, correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below (WR5.04D)
- use punctuation correctly when quoting short passages from texts (WR5.13D)
- identify examples of the use of idioms, euphemisms, slang, dialect, acronyms, academic language, technical terms, and standard Canadian English in oral and written work, and explain why the usage is effective in its context (LG1.01D)
- select words and phrases consistent with the particular voice and tone required for a variety of informal and formal situations (LG1.04D)
- communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details (LG2.01D)
- communicate in group discussions by assigning tasks fairly and equitably: using verbal and non-verbal cues to signal a change in topic or speaker; contributing ideas, supporting interpretations and viewpoints; extending and questioning the ideas of others, summarizing the progress of the group's work: checking for understanding: and negotiating consensus when appropriate (LG2.02D)
- use rhetorical questions, emotional appeals, gestures, intonation, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations (LG2.05D)

Planning Notes

Teachers should be cognizant that many of the following teaching/learning strategies will occur simultaneously (e.g., the teaching of the character and subtext and informal dramatization may overlap).

Teachers will:

- provide time for silent reading in preparation for the culminating activity.
- informally assess student knowledge of drama.
- consult with resource personnel to acquire audio/videotape of the play being studied.
- devise various methods to facilitate student reading of the play (i.e., silent reading, assigning roles, viewing of videotape).
- prepare questions to direct student understanding of the play. Questions should reflect a wide range of reading comprehension and critical thinking (i.e., pre-reading questions, during reading, post reading, recall/comprehension, style and analysis)
- review theme, setting, character, plot, and imagery.
- create a lesson on the importance of the first scene as an introduction to plot, character, theme, imagery, etc.
- prepare a list of definitions of literary and dramatic terms and devices (e.g., allusion metaphor, simile, rhyming couplet, personification, dramatic and verbal irony, blank verse, prose, etc.).
- prepare a mini-lesson on language construction (e.g., if teaching Shakespeare, teachers would review Elizabethan language construction and etymology; if teaching modern drama, then teachers would review/teach idioms, expressions, slang, and colloquialism).
- in the discussion of key themes, conflicts, character motivations, etc., remember to make connections between the play and students' own life experiences, drawing comparisons between the play and their viewing of TV and movies; as well, teachers must be open to students making their own connections between the play and their own experiences and TV viewing.
- in the discussion of the connections between the play and media, be aware that students must critique societal values in light of gospel values.

- review the infinitive and gerunds and the compare/contrast paper.
- design a brief two to four paragraph assignment on the comparison of the values of two to four characters.
- prepare lessons on subtext: inflection, stress and nonverbal communication.
- choose key scenes to be dramatized informally and create a lesson for students on the use of blocking and movement.
- prepare a lesson on the mechanics of choral reading.
- prepare reflective questions for journal responses and diary entries.
- invite local members of a theatre guild to visit the class and share acting and staging techniques and discuss the state of the Canadian theatre and the arts.
- determine which activities are better suited for small group, large group or individuals. Where groups are required, teachers will assign students to multilevel groups based on student needs.
- design quizzes and tests.
- be aware that Activity 3 (creative extension) is linked to this activity.

Prior Knowledge Required

- the literary terms and devices studied in the previous units of this course as well as in Grade 9 Academic and Grade 9 Applied programs

Teaching/Learning Strategies

Students will read silently as preparation for their culminating activity.

Teachers will assess students' knowledge of drama informally.

Teachers should note that one strategy may overlap another.

Teachers will also review expectations of group work and class productivity.

Students will:

- participate in a review of theme, setting, plot, character, conflict, imagery, and symbolism.
- analyse the opening scene of the play taking note of how it embodies theme, setting, conflict, plot, and character. It may also contain key images and symbols which may be developed in the play.
- read the play using methods directed by the teacher (e.g., students read aloud in assigned roles, students listen to audio tape of the play and follow along, students read independently). Teachers will prepare questions to direct student understanding of the play and of the literary and dramatic devices. Teacher- directed questions should reflect a wide range of reading comprehension and critical thinking skills (e.g., pre-reading questions, during reading, post reading, recall/comprehension, style, and analysis).
- in their journal responses, in their answering of questions and in their discussions of key themes, conflicts, character motivation, and plot, will be invited to make connections between the play and their own life experience. Students will also be invited to draw connections between the play and their viewing of TV and movies, e.g., Students may watch *Felicity* and parallel her infatuous relationships with that of *Romeo and Juliet* and their own experience with infatuation; students may watch *Ready or Not* and compare the characters adolescent rebellion against authority with Romeo and Juliet's rebellion against their parents' wishes and their own experiences of rebellion; students may compare the effects of betrayal in *Julius Caesar* or in Joanna Glass's *The Artichoke* with their own experiences of betrayal and provide examples of betrayal from modern film and TV shows.

Teachers will invite students to critique and reflect on societal values. as they are presented in the play and in the media, in light of gospel values, e.g., Explore student's possible desire to act or to model by viewing a documentary on the underworld of the modelling business (Passionate Eye) and discussing the dichotomy between the media's view of the person and the biblical view of the person "created in God's image", e.g., In discussions and written form, students might explore the destructive effects of obsessive hatred and revenge between the Capulets and the Montagues in *Romeo and Juliet* vs. the gospel ideal of forgiveness and detachment and non-violence.

Teachers might provide a mini-lesson on the history of Christian non-violence and provide gospel examples of Jesus confronting evil where He uses non-violence in the form of humour, intelligence, honesty and challenge. This might lead into a discussion of how Christian non-violence could be used to solve conflicts experienced by teenagers today or into a discussion on the feasibility or effectiveness of Christian nonviolence. A discussion of Romeo's infatuation might lead to a discussion of healthy sexuality and self respect vs. exploitation.

Teachers will review the compare/contrast essay structure (already taught in Unit 1) and will review the infinitive and the gerund.

Students will write two to four paragraphs comparing the values/experiences of one character from the play to the values/experiences of one character from a TV sitcom or their own experiences/values.

Teachers will instruct/review literary and dramatic devices and terms (e.g., allusion, metaphor, simile, rhyming, couplet, pathetic fallacy, personification, anachronism, hyperbole, dramatic and verbal irony, puns, prose, blank verse, and imagery).

Teachers will teach a mini-lesson on Elizabethan language and etymology, if teaching Shakespeare, and on idioms, expressions, slang, colloquialisms, if teaching modern drama. This is an excellent opportunity to link current grammatical structures to the grammatical structures of the time of the drama (e.g., explain the Latinate structure of Shakespeare's blank verse, or explain the origins of clichés and expressions or show how verbs were once conjugated in English).

Teachers will provide opportunities for students to experience subtext. Special emphasis should be placed on inflection, stress and nonverbal communication, e.g., Act 3, Scene 5 of *Romeo and Juliet*, Lady Capulet comments on the death of Tybalt. Juliet says: "Feeling so the loss, I cannot choose but ever weep the friend." e.g., Juliet appears to lament the death of Tybalt, but in fact she is lamenting the banishment of Romeo.

Teachers and students will choose their dramatic scenes.

Students will dramatize key scenes informally throughout their reading to reinforce their understanding of the play. The scenes chosen will be important to the overall understanding of the text and will allow the students the opportunity to apply their knowledge of subtext.

Teachers will teach the terminology for blocking and gestures.

During informal dramatization, teachers will circulate among groups and provide individual instruction and encouragement. Teachers will ensure that students remain on task and are communicating clearly and sensitively to one another. Students are encouraged to respond to each other in a manner that demonstrates Christian leadership. Teachers will coach students to use blocking, gestures, intonation, and subtext when dramatizing scenes.

If inviting actors or directors from the community or a theatre troupe (MASC), the students should incorporate what they learned from the speaker(s), where appropriate.

Teachers will:

- teach a min-lesson on the mechanics of choral reading, if applicable to the play. teachers would emphasize the use of emphasis, volume, pacing, intonation and synchronicity.
- students can participate in choral reading where appropriate (e.g., mob scenes in *Julius Caesar* or the chorus in Romeo and Juliet) and generate their own suggestions.

- use a variety of methods to enhance student understanding of the play (e.g., journal responses that allow students to reflect on themes, conflicts, character changes presented in the play in light of their own Catholic faith and cultural backgrounds; paraphrasing of significant passages to demonstrate student comprehension of the text; diary entries that allow students to respond to conflicts presented in the role of a chosen character).
- create and distribute quizzes and tests assessing students' understanding, application, and communication of literary terms and dramatic devices, as well as content, analysis and synthesis of text studied.

Assessment/Evaluation Techniques

Formative Assessment

- informal and formal teacher observation – students' group dynamics and commitment to daily participation
- daily participation
- journal responses/diary entries completion
- informal dramatizations of selected scene and lines
- choral reading
- two- to four-paragraph comparison - content, understanding the comparative form, the use of the gerund and the infinitive

Summative Assessment

- quizzes - assessing knowledge and understanding, application and communication of literary terms and devices.
- compare contrast paper (two- to four-paragraph)

Accommodations

Teachers will:

- conference with students to determine nature of remediation (e.g., gerund and infinitive);
- show videotape in conjunction with reading (ESL);
- be consistent with the students' IEPs;
- provide the students with a sample list of idioms, slang, etc. on Elizabethan language construction;
- provide a written list of definitions for the student along with examples;
- use multi-level grouping;
- use a peer helper;
- select specific passages for the student to paraphrase;
- provide an audio tape of various passages to be paraphrased;
- negotiate enrichment activities with the student (e.g., change nature content of journal response).

Resources

Beissel, H. *Cues and Entrances*. Toronto: Gage Educational Publishing Company, 1993.
ISBN 0-7715-1002-0

Dawe, R. "Here's How Stage Plays", *ResourceLines 9/10*. Scarborough: Prentice Hall, 1999.
ISBN 0-13-0129224

Dawe, R., et al. "How to Read a Dramatic Script", *ResourceLines 9/10*. Scarborough: Prentice Hall, 1999. ISBN 0-13-1-012906-02

Norton, S. and N. Waldman. *Canadian Content*. Toronto: Harcourt Brace and Company, 1999.
ISBN 7747-3518-X

Stevens, John, ed. *Ten Canadian Short Plays*. Toronto: Dell Distributing, 1975. ISBN 0-440-95754-0

The Canadian Press Stylebook. Toronto: The Canadian Press Books.

Tompkins, Jane. *Reader Response Criticism: From Formalism to Post Structuralism.*

Canada Council: weir project brings the knowledge and insights of this generation of writers to young writers and readers
http://www.edu.yorku.ca/~wier/partners.htm/SCHOOLNEt

Playwrights Union of Canada
http://www.puc.ca

Storytellers: A list of storytellers/performers throughout Ontario.
http://www.web.net/~storytel/listings.htm

The Interactive Shakespeare Library. CD-ROM.

Human Resources
drama teacher, senior drama students, local arts council, poets, writers, performers in the community.

Activity 3: Creative Reverberations: Creative Extension

Time: 180 minutes

Description

Teachers will invite the students to respond creatively to the drama text being studied. Students will plan and participate in the design of the task. Students will choose one creative avenue (e.g., billboard, sculpture, painting, collage, mobile, newspaper, diary entries, story book). In this activity students adopt a holistic approach to life by integrating learning from various subject areas and from their Catholic moral framework.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- write and speak fluently one or both of Canada's official languages (2d)
- use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life (2e)
- adopt a holistic approach to life by integrating learning from various subject areas and experience (3e)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- respect the rights, responsibilities and contributions of self and others (5e)
- achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others (5g)

Strand(s): Literature Studies and Reading; Writing; Media Studies

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence, and effective use of stylistic devices (WRV.04D)

- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of a range of media forms, purposes, and audiences to create media works, and use established criteria to assess the effectiveness of the works (MDV.02D)

Specific Expectations

- select and read a range of texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, evaluating print and electronic materials as sources of information, and comparing personal ideas and values with those in texts (LI1.02D)
- select and use a variety of reading strategies before, during, and after reading to understand texts (LI1.03D)
- use relevant, significant, and explicit information and ideas from texts to support interpretations (LI1.04D)
- analyse information, ideas, and elements in texts and synthesize and communicate their findings (LI1.05D)
- recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for the following:
  - spelling: historical, academic, and technical terms;
  - punctuation: semicolon: non-restrictive phrases and clauses;
  - quotations from texts (LG1.07D)
- demonstrate an understanding of a range of literary and informational forms, such as poems, narratives, comparison-and-contrast and cause-and-effect essays, speeches, and research reports, by using forms of writing appropriate to different purposes and audiences (WR2.01D)
- consider the characteristics of the intended audience in selecting an appropriate form and developing the content of written work (WR2.03D)
- select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing (WR2.04D)
- revise drafts to ensure that ideas are adequately supported by relevant details and facts and to achieve clarity, unity, and coherence (WR4.01D)
- select the publication method or vehicle most accessible or appealing to the intended audience, using technology in a variety of ways where appropriate (WR5.02D)
- edit and proofread their own and others' writing, correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below (WR5.04D)
- use a variety of resources to correct errors in spelling (e.g., dictionaries, spell checkers) (WR5.10D)
- use punctuation correctly, including the semicolon (e.g., use the semicolon to join principal clauses and to separate elements in a list that contains commas) (WR5.11D)
- use knowledge of a range of media forms, purposes, and audiences to create media works, and use established criteria to assess the effectiveness of the works (MDV.02D)

Planning Notes

Teachers will:

- provide time for silent reading in preparation for the culminating activity.
- have introduced this activity towards the end of Activity 2 in order that students may start to formulate ideas for choosing their creative extension.
- create a generic checklist to be used as a guide for students in the production of their creative project.
- consult with resource personnel (e.g., Art teacher, Media Studies teacher, teacher-librarian) to ensure availability of materials and expert direction for the creation.

- plan adequate class time for planning and brainstorming.
- need to be available for consultation.
- consider the need to plan for the completion of this creative extension as homework.

Prior Knowledge Required

Students must have thorough knowledge of the play (e.g., theme, imagery, plot development, character development, etc.).

Teaching/Learning Strategies

Students will:

- read silently as preparation for their culminating activity.
- brainstorm for creative ways to respond to the essentials of the play being studied (e.g., a newspaper, diary entry, depicting key events for ten days in the life of the main character, a children's story book version of the play with illustrations, etc.).
- with teachers, define the design format requirements as prescribed by their chosen media (e.g., newspaper must contain headlines, editorial, obituary, etc.).

Teachers will:

- distribute the checklist to the students for the creative extension activity.
- use a step-by-step process and explain the assessment criteria contained within the checklist to ensure student understanding of the assignment.
- provide informal teaching and support on an individual basis as the students proceed with their creation project.

Students will link their creative piece to the play being studied (e.g., diary depicting key events for ten days in the life of the main character).

Assessment/Evaluation Techniques

Formative Assessment

- informal teacher observation - "brainstorming"
- teacher/student conferences

Summative Assessment:

- Creative extension piece will be assessed for its content and creativity as outlined in the checklist.

Accommodations

Teachers will:

- arrange use of peer tutor/mentor/senior student;
- arrange for use of laptop computer;
- negotiate with the student the enrichment activity (e.g., animated video on the life of the main character);
- ensure assessment techniques are consistent with student's IEP. Therefore, some modification may be required once the student has selected the new design format.
- design template that clearly outlines step-by-step expectations along with an exemplar of creative project;
- pair students (ESL);
- conference with students to determine remediation requirements (e.g., creative project requirements).

Resources

Ballach, Judy. *Drama In Perspective*. Toronto: Harcourt Brace, Canada, 1993. ISBN 0-7747-1416-6

Booth, D. and C. Lindy. *Interpretations: Learning Through Drama*. Toronto: Harcourt Brace, Canada, 1998. ISBN 0-7747-1210-4

The Canadian Press Stylebook. Toronto: The Canadian Press Books.

Dawe, R. "Here's How to Stage Plays". *ResourceLines 9/10*. Scarborough: Prentice Hall, 1999. ISBN 0-13-0129224

Duncan, B., et al. *Mass Media and Popular Culture Version 2*. Toronto: Harcourt Brace and Company, 1996. ISBN 7747-0170-6

Ravel, A., ed. *Canadian Mosaic*. Toronto: Sivin and Pierre Publishing Company, 1995. ISBN 0-88234-264-X

Canadian Theater Encyclopedia: Gives information regarding Canadian theater production/writers, etc. http://www.canadiantheatre.com

http://www.macleans.ca

http://www.nfb.ca

http://www.cbc.ca

http://www.thestar.com

The Interactive Shakespeare Library. CD-ROM.

Human Resources

drama teacher, senior drama students, local arts council, poets, writers, performers in the community

Appendix 4.3.1

Checklist For Creative Extension Project

Student's Name: Date:

	Limited Evidence	**Adequate Evidence**	**Substantial Evidence**	**Expert Degree of Evidence**
CONTENT				
• the product effectively communicates an idea, message or emotion				
• the product parallels the content contained within the play				
• the product demonstrates organizational skills and coherence				
CREATIVITY				
• the product illustrates significant time commitment				
• the product stays true to selected format				
• the product evokes an affective response from the viewer				
• there is effective use of colour, texture, juxtaposition, etc.				

Activity 4: "Prompting" a Performance

Time: 240 minutes

Description

Viewing and/or participating in dramatic performance of a play facilitates a student's understanding, enjoyment and appreciation. Ideally, a field trip to see a dramatic production could be arranged. This is an excellent opportunity for teachers to promote multiculturalism and to use community resources. In addition, students will select, prepare, and perform a scene (approximately 100-200 lines) from the drama being studied. To facilitate the production, students will prepare a promptbook which will demonstrate that the students are aware and understand the technical and literary aspects of the scene. Students will be invited to create alternatives to the performance of a scene. The group work involved in this activity will allow students to demonstrate values such as mutual respect, accountability, and commitment.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good (1d)
- listen actively and critically to understand and learn in light of gospel values (2a)
- read, understand, and use written materials effectively (2b)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- write and speak fluently one or both of Canada's official languages (2d)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- take initiative and demonstrates Christian leadership (4c)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- work effectively as an interdependent team member (5a)
- respect the rights, responsibilities, and contributions of self and others (5e)
- exercise Christian leadership in the achievement of individual and group goals (5f)
- achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others (5g)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01D)
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces (LIV.02D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences (LGV.02D)

Specific Expectations

- select and use a variety of reading strategies before, during, and after reading to understand texts (LI1.03D)
- analyse information, ideas, and elements in texts and synthesize and communicate their findings (LI1.05D)
- use knowledge of elements of poetry, such as stanza forms, rhyme, rhythm, punctuation, free verse, imagery, and sound devices, to understand and interpret examples of the genre (e.g., write a lyric or ballad in rhyming couplets; present a choral reading of a poem, emphasizing onomatopoeia) (LI2.02D)
- identify examples of the use of idioms, euphemisms, slang, dialect, acronyms, academic language, technical terms, and standard Canadian English in oral and written work, and explain why the usage is effective in its context (LG1.01D)
- select words and figurative expressions with understanding and sensitivity to enhance the persuasive or expressive power of their speech and writing (LG1.03D)
- select words and phrases consistent with the particular voice and tone required for a variety of informal and formal situations (LG1.04D)
- recognize, describe, and correct sentence errors in oral and written language (LG1.06D)
- communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details (LG2.01D)
- communicate in group discussions by assigning tasks fairly and equitably: using verbal and non-verbal cues to signal a change in topic or speaker; contributing ideas, supporting interpretations and viewpoints; extending and questioning the ideas of others, summarizing the progress of the group's work: checking for understanding: and negotiating consensus when appropriate (LG2.02D)
- plan and make oral presentations independently, adapting vocabulary and using methods of delivery to suit audience, purpose, and topic (LG2.04D)
- use rhetorical questions, emotional appeals, gestures, intonation, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations (LG2.05D)
- rehearse with visual aids and props, study audio- and videotaped rehearsals, and use mnemonic devices and visualization techniques to ensure confident delivery in oral presentations (LG2.06D)

Planning Notes

Teachers will:

- provide time for silent reading in preparation for the culminating activity.
- arrange a field trip to see a dramatic production.
- investigate the availability of stage area and equipment or available space.
- compose a task sheet and assessment criteria for the dramatic performance and the promptbook. The promptbook is a notebook outlining student choices for the set, props, movement, tone, volume, or pace of which lines are being delivered.
- prepare guide questions to direct students in their preparation of the dramatic performance. The answers to the guide questions become the promptbook (see Appendix for promptbook questions).
- provide for the possibility that all students may not be capable of performance and allow the opportunity for these students to be director, stage manager, or prompter or to write a drama based on either a short story or novel. Teachers must be open to students' suggestions of alternatives to this assignment.
- schedule sufficient time for student collaboration, rehearsal, and performance.
- introduce the use of a drama journal for student reflection on process.
- prepare a checklist that will assist students in peer evaluation of group dynamics.

- work to ensure an environment that allows for positive collaboration and enhancement of problem-solving and conflict management skills.
- assess individual contribution to the group.
- acquire a film version of the play being studied (if possible).

Students or teachers will recommend key scenes for dramatization.

Prior Knowledge Required

- an understanding of sub text, inflection, non-verbal communication
- familiarity with the play being studied (e.g., plot development, character development, imagery, theme, etc.)

Teaching/Learning Strategies

Students will be provided with the opportunity to view a dramatic production.

Teachers will:

- distribute task sheet and rubric for the dramatic performance.
- distribute guide questions to direct students in their preparation and performance. The answers to these questions will become the promptbook. The prompt book is a notebook outlining student choices for the set, props, blocking, intonation, volume, and pace in which lines are delivered. (See Appendix 4.4.1.)

Students will:

- organize into groups. Each student group will select a scene (approximately 100-200 lines). The chosen scene must display a multiplicity of characters and a variety of interaction. The scene need not be a single unit of an act (e.g., Act 2.3.); but it may be the end of one scene and the beginning of the next, or the middle two hundred lines of a larger scene.
- choose a role to play in the production of the scene (e.g., actor, director, manager or writer).
- reflect on the process of creating the prompt book and the dramatic scene in a journal and use this opportunity to exercise problem solving skills and conflict management.
- by using the guide questions, collaborate, experiment, and discuss in order to arrive at an effective interpretation and performance of the scene during class time (e.g., the students' choices of gestures, blocking, etc., must reflect the student's understanding of lines spoken and acted).
- prepare and rehearse their chosen scene. If time, students can practise their scene before another group for student input.
- if creating an alternate assignment, will determine the assessment and criteria with the teacher.

Teachers will coach each group as needed during collaboration and rehearsal, ensuring "on task" behavior and that a positive atmosphere is being maintained.

Students will complete and submit both peer and self-evaluation at this time using the checklist provided by the teacher.

Teachers will instruct students on how to be an affective and effective audience (i.e., audience will be attentive, polite and appreciative of the efforts put forward by their peers). This will foster a community that respects its members.

This activity allows for the development of Christian leadership in the achievement of individual and group goals.

Student groups present their dramatic performances. Each student will submit his/her individual promptbook.

Teachers will show a film version of the play being studied and direct students' attention towards the technical aspects of the play vs. movie.

Assessment/Evaluation Techniques

Formative Assessment

- informal/formal teacher observation – commitment to task, effective use of class time, and respectful attitudes towards learning and others

Summative Assessment

- peer and self-evaluation check list (see Appendix)
- individual promptbook – content, completion, and spelling and grammar
- drama journal
- dramatic performance (see Appendix 4.4.2) or alternative created by student – student/teacher assessment criteria

Accommodations

Teachers will:

- conference with students to determine the nature of the remediation;
- arrange use of a laptop computer;
- modify the number of lines to be presented for the dramatic presentation or negotiate a written component;
- meet with students to provide direction in scene selection;
- allow students to videotape rather than do a live presentation;
- use multi-level groups;
- negotiate enrichment activities with the student (e.g., could be in the form of a monologue or soliloquy).

Resources

Ballach, Judy. *Drama In Perspective*. Toronto: Harcourt Brace, Canada, 1993. ISBN 0-7747-1416-6

Beissel, H. *Cues and Entrances*. Toronto: Gage Educational Publishing Company, 1993. ISBN 0-7715-1002-0

Dawe, R. "Here's How to Stage Plays", *ResourceLines 9/10*. Scarborough: Prentice Hall, 1999. ISBN 0-13-0129224

Seeing and Believing. Irwin Publishing, 1992. ISBN 0-7725-1852-1

Stevens, Clark. *The Least You Should Know About Drama*. St. Stephens, NB: J. Weston Walch, 1999. ISBN 0-14969-474

Swartz, L. *Drama Themes: A Practical Guide for Teaching Drama*. Markham: Rembrola, 1998. ISBN 0-921217-21-8

Playwrights Canada Press Staff. *Singular Voices*. Toronto: Playwrights Canada Press, 1997. ISBN 0-88754-510-6

Canadian Theater Encyclopedia: Gives information regarding Canadian theater production/writers, etc. http://www.canadiantheatre.com

http://www.puc.ca

The Interactive Shakespeare Library. CD-ROM.

Selection of plays (e.g., *Waiting For The Parade*)

Human Resources

drama teacher, senior drama students, local arts council, poets, writers, performers in the community

Appendix 4.4.1

The Promptbook

Promptbook: A tool to help you prepare and present your dramatization of a scene from the drama being studied.

As a director prepares a script for stage, he or she constructs a promptbook, making notes about choices for the set, props, movement, and the tone or volume or pace in which lines of dialogue are to be delivered.

Make a promptbook for your chosen scene. Use the following questions as guides in the making of your promptbook. All choices should be supported by the dialogue and knowledge about the character, setting and other matters.

Questions to Keep in Mind in the Preparation of your Promptbook

- Where does the action take place?
- Who is speaking to whom?
- What happens in this passage?
- Where should the characters be positioned on stage? From where and to where are entrances and exits made? Why?
- What props are required by the passage?
- What costumes are required by the passage?
- Especially important are questions about the characters:
  - What motivates these characters to say what they say?
  - Do the characters' objectives change in this passage? If so, when and why?
  - What obstacles stand in each character's way? What happens when objectives meet obstacles?
- Where would you place vocal pauses?
- In what tone of voice is the line spoken? Why?
- What words are emphasized?
- How would the characters move here?
- What facial expressions and gestures might accompany the delivery of this line?

Appendix 4.4.2

Task Sheet For Dramatic Performance

Rationale

Shakespeare's plays were meant to be performed, to be seen, and to be heard. Participating in a visual performance of a play facilitates one's understanding and enjoyment of the play. The audience notices how gestures, tones of voice, pacing, and facial expressions create meaning: the visual re-enforces the literal, the visual re-enforces the message.

Objectives

- Students will have a sense of stage action.
- Students will have an understanding of the technical aspects of their scene.

Performance Criterion

Select, prepare, and perform a scene (approximately 150 - 200 lines) from the play being studied.

Divide yourselves into pairs, or groups of three, four or five (depending on the number of characters in your selected scene). Three class periods will be given for the preparation and performance of scenes. The scenes chosen must display a multiplicity of characters and a variety of interaction.

The scene need not be a single unit of an Act (e.g., Act 1, scene 1,) but may be the end of one scene and the beginning of the next, or the middle 150 lines of a larger scene.

Try to make your presentation imaginative and creative. Your presentation should demonstrate your effort. You must demonstrate how your actions contribute to the workings of the play. Choose costumes, props, music, and gestures wisely.

Appendix 4.4.3

Dramatic Performance Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Knowledge of the dramatic form and an understanding of the ideas, themes presented in the play are demonstrated in student's choices of blocking, gesture, movement, intonation, pacing, etc.	- limited knowledge of the dramatic form and limited understanding of the themes as demonstrated in the choice of blocking, gesture, movement, intonation, pacing and inflection	- some knowledge of the dramatic form and some understanding of the themes as demonstrated in the choice of blocking, gesture, movement, intonation, pacing, and inflection	- considerable knowledge of the dramatic form and considerable understanding of the themes as demonstrated in the choice of blocking, gesture, movement, intonation, pacing, and inflection	- thorough knowledge of the dramatic form and insightful understanding of the themes as demonstrated in the choice of blocking, gesture, movement, intonation, pacing, and inflection
Understanding of the uses and effects of aesthetic elements	- demonstrates limited understanding of the uses and effects of aesthetic elements	- demonstrates some understanding of the uses and effects of aesthetic elements	- demonstrates considerable understanding of the uses and effects of aesthetic elements	- demonstrates thorough and insightful understanding of the uses and effects of aesthetic elements
Thinking/Inquiry				
Critical and creative thinking skills (hypothesizing, analysing)	- uses critical and thinking skills with limited effectiveness as demonstrated in the choice of blocking, gestures, movements, intonation, pacing, and inflection	- uses critical and thinking skills with moderate effectiveness as demonstrated in the choice of blocking, gestures, movements, intonation, pacing, and inflection	- uses critical and thinking skills with considerable effectiveness as demonstrated in the choice of blocking, gestures, movements, intonation, pacing, and inflection	- uses critical and creative thinking skills with a high degree of effectiveness as demonstrated in the choice of blocking, gestures, movements, intonation, pacing, and inflection
Communication				
Communication for different audiences and purposes	- communicates with a limited sense of audience and purpose	- communicates with some sense of audience and purpose	- communicates with a clear sense of audience and purpose	- communicates with a strong sense of audience and purpose
Application				
Making connections between experiences and texts	- makes connections with limited effectiveness	- makes connections with moderate effectiveness	- makes connections with considerable effectiveness	- makes connections with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 4.4.1

Peer Evaluation Observation Checklist

Group Work
CODE:
4 – Always
3 – Most Times
2 – Sometimes
1 – Rarely

Student's Name	Listens to the viewpoints of others without belittling them	Shows respect for the ideas of others	Stays focussed on the task at hand	Participates in planning by volunteering information or ideas	Accepted an equal share of the workload	Can be counted upon to complete the work assigned by the group

Appendix 4.4.5

Self-Evaluation Observation Checklist

Group Work

Student Name:

Group Name:

Date:

	Always **4**	**Most Times** **3**	**Sometimes** **2**	**Rarely** **1**
was willing to have ideas questioned				
showed respect for the ideas of others				
stayed focussed on the task at hand				
participated in planning by volunteering information or ideas				
accepted an equal share of the workload				
could be counted upon to complete the task assigned by the group				
modified my views when faced with new ideas, information or evidence				

Activity 5: Effective Outcomes: Cause and Effect Essay

Time: 240 minutes

Description

The teacher will review the basic essay structure (introduction, thesis, body, and conclusion) and introduce the cause and effect essay. Teachers will provide models of effective cause and effect essays for students to imitate. Students will produce a cause and/or effect essay based on topics generated by the analysis and study of the play. The student will participate in the writing process, teacher conferences, and peer editing. Through the exploration of the play and the synthesis involved in writing the essay, the student recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: The graduate is expected to:

- illustrate a basic understanding of the saving story of our Christian faith (1a)
- read, understand, and use written materials effectively (2b)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- write and speak fluently one or both of Canada's official languages (2d)
- recognize there is more grace in our world than sin and that hope is essential in facing all challenges (3a)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- examine, evaluate, and apply knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society (3f)
- achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others (5g)

Strand(s): Literature; Writing; Language

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01D)
- use a range of print and electronic sources to gather information and explore ideas for written work (WRV.01D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- use a variety of organizational techniques to present ideas and information logically and coherently in written work (WRV.03D)
- revise their written work, independently, and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence, and effective use of stylistic devices (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)

Specific Expectations

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a range of genres, including novels, plays, short stories, poetry, opinion pieces, reports. short essays, full-length non-fiction works, newspapers, magazines, and reference materials (LI1.01D)

- select and use a variety of reading strategies before, during, and after reading to understand texts (LI1.03D)
- use relevant, significant. and explicit information and ideas from texts to support interpretations (LI1.04D)
- explain how the values and perspectives of readers might influence their responses to a text and interpretations of it (LI1.07D)
- investigate potential topics by formulating questions, identifying information needs and purposes for writing and developing research plans to gather data (WR1.01D)
- use the information and ideas generated, researched, and evaluated to develop the content of written work (WR1.04D)
- demonstrate an understanding of a range of literary and informational forms, such as poems, narratives, comparison-and-contrast and cause-and-effect essays, speeches, and research reports, by using forms of writing appropriate to different purposes and audiences (WR2.01D)
- produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (WR2.02D)
- structure the introductory paragraphs of short essays using a clear statement of the topic or thesis, a device to engage the reader's interest, and an overview of the main points to be covered (WR3.02D)
- use a pattern such as comparison and contrast, cause and effect, or classification to structure short essays (WR3.03D)
- revise drafts to ensure that ideas are adequately supported by relevant details and facts and to achieve clarity, unity, and coherence (WR4.01D)
- make constructive suggestions to peers in a writing conference (WR4.03D)
- consider reactions of teachers, peers, and others in revising and editing written work (WR4.04D)
- identify borrowed information, ideas, and quotations and use a variety of techniques to incorporate them smoothly into written work and independent research projects (WR5.01D)
- use punctuation correctly when quoting short passages from texts (WR5.13D)

Planning Notes

Teachers will:

- provide time for silent reading in preparation for the culminating activity.
- refer to notes on essay structure and on tools for reading an essay (subject matter, purpose, audience, vehicle/form, context, structure, style) planned for Unit 1, Activity 5.
- prepare a lesson on the structure of the cause and effect essay.
- develop a model cause and/or effect essay which exemplifies the form.
- create questions for the analysis of the cause and effect essay focussing on structure, strategy, content, and purpose.
- prepare a list of topics for the cause and effect essay to be supplemented by students later (e.g., effects of infatuation and intolerance in *Romeo and Juliet,* the effects of the tragic flaw in *Julius Caesar*, the effects of war in *Billy Bishop Goes to War*).
- provide an essay outline for student writing.
- prepare an assessment criteria for the essay.
- review the writing process.
- plan peer editing time and organize teacher/student conferences.
- provide many opportunities for the student to practise the cause-and-effect essay.
- plan a review of the documenting and referencing of quotes.

Prior Knowledge Required

- thorough knowledge of the text
- knowledge of the writing process
- knowledge of the essay structure
- familiarity with documentation of quotes

Teaching/Learning Strategies

Students will:

- read silently as preparation for their culminating activity.
- with teachers, review the important tools for reading an essay: subject matter, purpose, audience, form, context, structure, and style.
- with teachers, review the basic essay structure (introduction, thesis, body, and conclusion).

Teachers will:

- teach the structure and format of the cause and effect essay by providing students with exemplars of effective models.
- create and distribute a series of questions to help students analyse the models. Questions should focus on structure, strategy, content, and purpose.

Students will discuss their answers in a large group where teachers can ensure students' understanding of structure, strategy, content, and purpose.

Teachers will:

- create and distribute a list of topics that relate to the drama studied. Topics can be generated by students as well (e.g., the effects of infatuation in *Romeo and Juliet*, the effects of excessive pride or vanity in *Julius Caesar*, the effects of war in *Billy Goes to War*).
- create and distribute a rubric/checklist for the cause and effect essay (see Appendix 4.5.1).
- review how to document and format quotes.
- review the writing process and provide students with an essay outline.

Students will begin the writing process in class (brainstorming, finding support from the text, filling out an outline, writing draft introductions, thesis, etc.).

Teachers will arrange time to conference with students to ensure that students have written an effective thesis, an introduction, and have completed the outline in a clear, organized manner with ample examples to support the thesis.

Students will use class and homework time to write a draft version of their essay and practise "the craft".

Teachers will:

- divide the students into peer editing groups. Groups will be created to meet individual student needs. Students will assist each other to edit essays using an editing checklist.
- circulate among the groups and monitor students' progress. Students will be monitored for their commitment to task and their cooperation.
- observe students applying their skills and knowledge and encourage them to exercise Christian leadership.
- provide assistance to students where needed (e.g., ask clarifying questions, help students write thesis introduction, give suggestions for improvement).

Students will submit their outline, draft copy, and edited copies and polished essay.

Assessment/Evaluation Techniques

Formative Assessment

- oral participation – analysis of cause and effect essay

- essay outline
- teacher/student conferencing – writing process
- use of class time
- peer editing
- teacher observation – class time, co-operation, problem solving, leadership skills

Summative Assessment

- cause and effect essay evaluated for its structure, style, and content (see rubrics/checklist provided in Appendix)

Accommodations

Teachers will:

- provide use of a laptop computer;
- conference with student at each stage of the processes;
- assign a peer tutor/mentor (one to one);
- modify the time requirement as needed;
- assign a scribe where necessary;
- limit the length of the essay;
- meet with the resource staff regarding the modification;
- modify topic as needed;
- provide a more challenging topic the nature of which will be negotiated by the student and teacher (e.g., romantic love and its consequences in *Romeo and Juliet*);
- provide extra conferences where necessary for remediation (e.g., adjective clauses);
- provide exemplar.

Resources

Bachman, S., et al. *Between World: A Reader Rhetoric and Handbook*. Don Mills: Addison Wesley Longman, ISBN 0-673-98432-X

Beissel, H. *Cues and Entrances*. Toronto: Gage Educational Publishing Company, 1993. ISBN 0-7715-1002-0

Booth, D. and C. Lindy. *Interpretations: Learning Through Drama*. Toronto: Harcourt Brace, Canada, 1998. ISBN 0-7747-1210-4

Norton, Sara and Nell Waldman. *Canadian Content* Ed. 4th Edition. Canada: Harcourt Brace, 1999. ISBN 7747-3518-X

Ravel, A., ed. *Canadian Mosaic*. Toronto: Sivin and Pierre Publishing Company, 1995. ISBN 0-88234-264-X

Stevens, Clark. *The Least You Should Know About Drama*. St. Stephens, NB: J. Weston Walch, 1999. ISBN 0-14969-474

Playwrights Canada Press Staff. *Singular Voices*. Toronto: Playwrights Canada Press, 1997. ISBN 0-88754-510-6

Canadian Theater Encyclopedia: Gives information regarding Canadian theater production/writers, etc. http://www.canadiantheatre.com

http://www.neiu.edu/

http://www.english.nwu.edu/

The Interactive Shakespeare Library. CD-ROM.

Human Resources

drama teacher, senior drama students, local arts council, poets, writers, performers in the community

Appendix 4.5.1

Cause/Effect Essay/Checklist

Name:
Date:

Levels
1 – Limited
2 – Satisfactory
3 – Skilled and Effective
4 – Impressive and Refined

A. CONTENT

i) **EFFECTIVE INTRODUCTION**
(K/U/T/I) LEVEL
captivates the reader's attention
leads to thesis point
states thesis

ii) **EFFECTIVE CONCLUSION**
(K/U, T/I) LEVEL
restates the main points
provides closure
Bonus for insightful comment

ii **THESIS STATEMENT**
(K/U/T/I) LEVEL
clearly defined and accurate
concisely worded
effectively guides the essay

iv) **ORGANIZATION**
(K/U, T/I) LEVEL
clear and concise topic sentences
logically developed and shows understanding of cause/effect relationships
paragraphs are purposeful and well structured
sufficient detail and insight
ideas are clearly linked to thesis

v) **SUPPORTING EVIDENCE**
(K/U, T/I)
sufficient examples, quotations and references
quotations are introduced and interpreted
quotations are brief and relevant

B. STYLE

i) MECHANICS
(APP/COM) LEVEL
spelling and vocabulary
grammar (sub/verb/prep)
proper paragraphing
misplaced/missing punctuation

ii) **STYLE**
(APP/COM) LEVEL
consistent tense
clarity of expression
consistent use of active voice
run-on sentences
sentence fragments
effective parallel structure

iii) **PRESENTATION**
(APP/COM) LEVEL
proper use of parenthesis
proper title page
accurate/complete works cited
typed and visually aesthetic

C. AREAS OF IMPROVEMENT

OVERALL LEVEL =

Unit 5: Reconstructing Our World: An Examination of Media

Time: 23 hours (19 hours and 4 hours for skills development)

Unit Description

This unit builds upon the awareness of media developed in the Grade 9 program. Students will reflect on the evolution of the media and the inherent biases that may alter their view of the world. The use of community resources will enable students to further their role as an active community participant and informed viewer. The purpose of this unit is to provide students with the tools to deconstruct the media in their search for personal truth and their relationship with God. Through the examination of advertising, television, the Internet, and the overall influence of the media, students will learn to discern the truth.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1c, 1d, 1h, 1i, 2a, 2b, 2c, 3c, 3d, 3f, 4a, 4d, 4f, 4g, 5b, 5d, 5e, 5f, 5g, 6b, 6c, 7a, 7b, 7c, 7g, 7h.

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations: LIV.01D-03D; LGV.01D-02D; WRV.01D-05D; MDV.01D-02D.

Specific Expectations: LI1.01D-04D, 06D-08D; LI2.03D; LI3.03D; WR1.01D, 02D, 03D; WR2.02D, 04D; WR3.02D, 03D; WR4.01D, 02D, 04D; WR5.04D, 06D, 08D, 09D, 10D; LG1.02D, 04D, 06D; LG2.01D, 02D, 04D; MD1.01D-04D.

Activity Titles (Time + Sequence)

Activity 1	Defining Mass Media	280 minutes
Activity 2	Advertising - Deconstructing the Image	350 minutes
Activity 3	Television: Moving Beyond the Screen	310 minutes
Activity 4	Technology: Discerning the Truth	440 minutes

Unit Planning Notes

Teachers will:

- for silent reading in preparation for the culminating activity.
- provide time in this unit for students to work on their culminating activity.
- create a letter to inform parents of this unit of study and its use of television, magazines, newspapers, and Internet.
- have an understanding of media, its forms and influence.
- access newspapers, magazines, television and the Internet.
- contact community members to make practical links to learning if desired.
- review the writing process and teach the debate process.
- schedule time for library work, conferencing, group work and Internet access.
- compile a list of media types.
- compile media resources.
- review the narrative, persuasive, and expository essay.
- design a bulletin board to help students see the variety of media.
- research the history of the media, resulting changes in technology, and its effect on the family.
- design a lesson on the skills of designing and conducting an interview questionnaire and will connect pertinent passages from the Bible with the media unit.
- explore the idea of bias within media and safety while using technology.
- teach/review group work skills and the jigsaw method.

- review run-on sentences, comma splice, dangling modifier, use of the first and third person, compound/complex sentences, infinitive and the gerund.
- design a model to teach how to deconstruct an advertisement.
- create questions for students to use to examine an advertisement.
- familiarize themselves with media terminology such as body image, endorsement and target audience.
- tape portions of TV shows which represent a variety of genres ensuring they respect copyright law.
- familiarize themselves with the CRTC standards and regulations.
- create a model of a completed analysis for particular form (e.g., soap opera).
- create peer and self-evaluation checklists.

A list of media-related topics should be generated with students to explore on the Internet. **Note:** Teachers will instruct students on the ethical use of the Internet as well as the potential safety issues associated with its use.

Teachers will:

- have students sign a contract regarding ethical Internet use.
- research the history of the Internet.
- be flexible to students' needs when assigning tasks.
- continually provide students with the time and opportunity to connect ideas generated from the unit to their experiences and gospel values.
- explore current programs which deal with media (e.g., Pungente's *Scanning Television* (Bravo), *Street Sense* (CBC)).

Teachers and students will generate a list of topics which students are interested in for a persuasive paper.

Prior Knowledge Required

Students will have had some knowledge examining the media in the Grade 9 English Course.

Teaching/Learning Strategies

Students will read silently as preparation for their culminating activity.

Teachers will:

- determine students' knowledge of the media by brainstorming types of media.
- work with students will create a bulletin board using media images brought in by students.
- teach a brief history of the changes in technology in the 20th century.
- work with students will generate a questionnaire together.

Students will interview an elder in the community using the questionnaire.

Teachers will:

- invite teachers from other disciplines to instruct students where appropriate.
- engage students in examining how the form of media affects its message.
- review groupwork skills and provide opportunities and time for students to link their own experiences and Catholic values to media.

Students will:

- work in groups to examine different forms of media.
- write an expository essay, a persuasive essay, and a reflection paper.

Teachers will:

- teach mini-lessons on effects of diction, tone, overstatement, understatement, audience, and purpose in media works.
- instruct students on how to create and administer an interview.
- review grammar mini-lessons on the run-on sentence, comma splice, dangling modifier, use of the first person and third person compound and complex sentences, infinitives, the participle, and the gerund.

Students will:

- deconstruct an advertisement using teacher given questions and class-generated questions.
- do an oral presentation on their advertisement critique and their television deconstruction including a handout.
- create an advertisement based on their critical learning.
- work collaboratively with teachers to assess their advertisement.

Teachers will:

- give a mini-lesson on the CRTC.
- create a model of a completed analysis of a particular form (e.g., soap opera).
- make use of community resources to assist in student learning.
- generate class discussion on all activities to make links to student experiences and their Catholic identity.

Students will:

- use self and peer evaluation to assess performance.
- explore the various television genres and establish the defining characteristics for deconstruction.

Teachers will:

- administer a test.
- teach a brief history of the Internet and provide articles to read on the ethical use of the Internet.
- teach debating skills.

Students will run a debate on some ethical issues surrounding the issues of the Internet and sign a contract before using the Internet.

Assessment/Evaluation Techniques

Formative Assessment

- diagnostic assessment of students' knowledge of the media
- debate process
- class participation/use of class time
- completion of questionnaire
- group participation
- interview questions
- group work (peer, self-evaluation)
- self-evaluation
- peer evaluation

Summative Assessment

- expository essay
- interview report
- advertisement deconstruction
- oral presentations

- reflection paper
- advertisement creation
- handout for presentation on television genre activity
- test
- persuasive paper (rubric)
- debate (rubric)

Accommodations

Teachers will:

- provide use of a laptop computer.
- provide detailed instructions/exemplars.
- have students work in partners.
- have students audio tape their interview.
- use multi-level groupings.
- provide scribe
- negotiate with students enrichment activities.
- use oral testing.
- extended time frame for various activities.
- adapt rubric according to the accommodation.
- give instructions orally.
- modify assignment to have an oral component.
- work with peer tutor or peer mentor.
- use conferences for remediation (ESL).

Resources

Print

Bible: *The Holy Bible - New Revised Standard Version*. Nashville: Thomas Nelson Publishers

The Canadian Press Style Book. Toronto: The Canadian Press Books

Catechism of the Catholic Church. Canadian Conference of Catholic Bishops. ISBN 0-7747-0151-X

Duncan, Barry, et al. *Mass Media and Popular Culture Version 2*. Toronto: Harcourt Brace and Company, ISBN 7747-0170-6

Missal: *St. Joseph 2000 Annual Sunday Missal - Canadian Edition*. New Jersey: Catholic Book

The Teachers Complete and Easy Guide to the Internet. Toronto: Triofolium Books, 1999. ISBN 1-895579-449

Walker. *Teaching Guide for Media Literacy.*

Web Sites

Media Literacy Project: Provides curriculum materials.
http://www.babson.edu/medialiteracyproject/3.htm

Public Broadcasting: A transcript on public broadcasting.
http://www.crtc.gc.ca/ENG/Proc-br/transc~1/1999

Queens University Media Site: Provides access to a wide range of Media and Film.
http ://www.film.queensu.ca/Links

http://www.cp.org/

http://www.media.awareness.ca/

http://www.catholic.org/

http://www.w.tvo.org/eduprog
http://www.nfb.ca/
http://www.crr.ca/
http://www.ctv.ca/
http://www.cbc.ca/
http://www.macleans.ca/
http://www.tac.ca/
http://www.schwinger.harvard.edu/~terwing/
http://.www.mbnet.mb.ca.80
http://www.schoolnet.ca/
http://www.thestar.com

CD-ROMs

How to Construct a Radio Documentary. Irwin Publishing, 1999. ISBN 0-7725-25072

Videos

Anderson, Neil and John Pungente. *Scanning Television: Videos for Media Literacy in Class*. Toronto: Harcourt Brace Canada, 1999. ISBN 7747-0172-2

News & Events

Access to Canadian news services.
http://www.canoe.ca

TV Shows

(explore teen issues, values, and trends)
Ready or Not, Street Sense, Images, and *JonoVision*

Activity 1: Defining Mass Media

Time: 280 minutes

Description

In our complex, secular world it is essential that students have an awareness of the power and influence of the media. The teacher will define media and underscore its prevalence in our lives by examining the history of media in Canada and its role in society today. Students will evaluate the kinds of media that play a role in their everyday lives and its effect on their sense of self. This activity will call upon students to question the messages of the media through the lens of Catholic morality.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- actively reflect on God's Word as a communicated through the Hebrew and Christian scriptures (1c)
- integrate faith with life (1i)
- listen actively and critically to understand and learn in light of gospel values (2a)
- use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life (2e)
- make decisions in light of gospel values with an informed moral conscience (3d)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)

- examine and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities (4g)
- respect the rights, responsibilities and contributions of self and others (5e)
- value and honour the important role of the family in society (6c)

Strand(s): Language; Literature Studies and Reading; Writing; Media Studies

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01D)
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces (LIV.02D)
- identify and explain the effect of specific elements of style in a range of literary and informational texts (LIV.03D)
- use a range of print and electronic sources to gather information and explore ideas for written work (WRV.01D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- use a variety of organizational techniques to present ideas and information logically and coherently in written work (WRV.03D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence, and effective use of stylistic devices (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting. and debating, for a variety of purposes and audiences (LGV.02D)
- analyse a range of media forms to identify their elements, audiences, and production practices, and draw conclusions about how these factors shape media works (MDV.0ID)
- use knowledge of a range of media forms, purposes, and audiences to create media works, and use established criteria to assess the effectiveness of the works (MDV.02D)

Specific Expectations

- explain how the values and perspectives of readers might influence their responses to a text and interpretations of it (LI1.07D)
- explain how historical or cultural contexts shape the information and ideas in a text (LI1.08D)
- use knowledge of elements of opinion pieces, such as overt statement of a position or opinion, type of diction, tone, paragraphing, transition words and phrases, selective supporting detail, allusions, and appeals to authority, to understand and interpret examples of the genre (LI2.03D)
- explain how authors and editors use design elements to help communicate ideas (LI3.03D)
- demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (MD1.01D)
- identify key elements and techniques used to create media works in a variety of forms and analyse how these elements and techniques contribute to the theme or message (MD1.02D)
- analyse the elements of a variety of media works, in order to identify and describe the intended audiences for the works (MD1.03D)

- adapt an idea, theme. or issue from a work of literature for presentation in two related media forms, and assess the presentations to determine what aspects of the original have been strengthened and/or weakened by the adaptations (MD2.01D)
- recognize, describe, and correct sentence errors in oral and written language (LG1.06D)
- communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details (LG2.01D)
- use rhetorical questions, emotional appeals, gestures, intonation, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations (LG2.05D)
- sort and label information, ideas, and data; evaluate the accuracy, ambiguity, relevance, and completeness of the information: and make judgements and draw conclusions based on the research (WR1.03D)
- produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (WR2.02D)
- select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing (WR2.04D)
- structure the introductory paragraphs of short essays using a clear statement of the topic or thesis, a device to engage the reader's interest, and an overview of the main points to be covered (WR3.02D)
- use a pattern such as comparison and contrast, cause and effect, or classification to structure short essays (WR3.03D)
- revise drafts to ensure that ideas are adequately supported by relevant details and facts and to achieve clarity, unity, and coherence (WR4.01D)
- use knowledge of a wide range of spelling patterns, rules, and strategies to analyse and correct spelling errors (WR5.08D)

Planning Notes

Teachers will:

- provide time for silent reading in preparation for the culminating activity.
- create a letter to inform parents about this unit and its use of television, magazines, newspapers, and the Internet.
- prepare a list of forms of media for themselves so they are prepared to brainstorm this topic with students.
- design a bulletin board with student input to initiate class participation in defining the various types of media, statistics, and timelines.
- teach the skills necessary in designing interview questions and for conducting an interview.
- prepare a lesson on the history of the media in Canada and have pertinent dates outlining technological advancements.
- design an introductory lesson about the changing roles of the media and its effect on the church, designing probing questions to direct a whole group discussion highlighting advancements and repercussions of various media. (e.g., How has the television changed? What is considered quality family time?)
- design a questionnaire, in collaboration with students, to determine the extent that media plays a part in their daily lives.
- compile various mediums for the class (magazines, newspapers, news broadcasts).
- plan a mini-lesson before the students write the expository essay and review the run-on sentence, comma splice and dangling modifier.
- review the expository essay form.
- be prepared to review group work skills.
- investigate the availability of media technology for student use.

Prior Knowledge Required

- Students will be able to draw from their individual experiences with the media.
- Students will have written an expository essay in Grade 9.

Teaching/Learning Strategies

Students will read silently as preparation for their culminating activity.

Teachers will brainstorm the different types of media with the class to determine prior knowledge.

Students will gather information to begin a bulletin board of media and its various forms (political poster, cover of *TV Guide*, advertisement flyer, political cartoon, news article, etc.).

Teachers will:

- assign a homework task which requires students to interview an elderly person in their community regarding changes in technology (e.g., the influence of the radio on the family unit).
- instruct students on how to structure an interview.

Students will:

- brainstorm with teachers types of questions that may be asked in an interview.
- then supplement the class questionnaire further with their own questions which are pertinent to them in order to evaluate technological changes.
- administer their questionnaire to an elderly person (grandmother, grandfather, neighbor, community member, elderly member of parish).
- create with teachers a checklist/rubric to evaluate the summary of the interview results.
- write a summary of the interview answering the question of how technology effected people/families in earlier generations to be shared informally with the class.

A historical overview will be presented by the teacher detailing significant advancements in media technology (i.e. invention of printing press). This overview could be displayed on the media bulletin board in the form of a timeline.

Teachers will:

- brainstorm questions in collaboration with students in order to create a survey to count the number of times within one day that each student comes in contact with the media.
- assign to students the class-generated survey as a homework task.
- invite a math teacher into the class to assist students in tabulating and graphing survey results.
- work with students to use the survey results to generate a class discussion on the influence of the media in our daily lives.
- analyse the results with the group.
- place students in groups to evaluate one form of media.
- highlight how omnipresent the media is in our lives and how dependent and accepting we are of its presence. Class discussion will focus on the effects of the media on the Church and the family.
- the focus of the discussion will be to encourage students to recognize that they must be aware of the media, its biases and how it influences us, informs our choices and can often strip us of our individuality.
- teach a mini-lesson on the effects of diction, tone, overstatement, understatement, audience, and purpose in media works.

Student groups will select a form of media (TV program, magazine, news broadcast, radio, newspaper).

Teachers will:

- with students, design a rubric/checklist to evaluate the group analysis of media forms.
- circulate through the groups, assisting students to analyse their form, and encouraging new ideas.
- review group skills such as: conflict management, consensus, respect for the contributions of others, assertiveness, coping with change, and self-respect.
- ask students to listen, respond, and reflect in light of their Catholic values.

Students will evaluate their own analysis as a group using the rubric/checklist.

After groups have been given time to discuss their reactions to the form, teachers will provide questions that enable students to determine how the form affects the message. (e.g., How does the use of colour engage the audience? How are people used to convey the message? Which form suits the message?)

Teachers will ensure that further questions are generated by students' own understanding of media forms.

Students will examine their media form using the question sheet provided by the teacher.

Groups will report their findings to the class in an informal presentation.

Teachers will:

- tie together ideas emerging from the groups about how the medium affects the message.
- choose an idea, theme or issue from a work of literature and present it in different forms (new broadcast and newspaper article).
- examine which aspects of the original work have been strengthened or weakened by changing the form

Students will present their findings to the class.

Teachers and students will create an evaluation tool together when the activity is assigned.

Teachers will:

- review the expository essay form and the steps in the creation of a strong thesis.
- provide a rubric with the task to evaluate the expository essay.
- review the run-on sentence, comma splice and dangling modifier.

Students will write an expository essay exploring how the media influences our lives and how we perceive ourselves within it. Special emphasis will be placed on our Christian belief that we are valued as people created in the image of God.

Students will have the option of using media technology for oral presentations (e.g., *PowerPoint*, videotaping).

Assessment/Evaluation Techniques

Formative Assessment

- diagnostic assessment of prior knowledge
- completion of questionnaire – homework
- teachers' observation of group participation while examining forms of media
- interview questions
- group presentation
- informal summary of questionnaire as reported to the class

Summative Assessment

- expository essay – checklist
- group analysis – checklist
- oral presentation

Accommodations

Teachers will:

- provide use a laptop computer;
- use conferences for remediation (ESL) (e.g., developing a thesis statement/dangling modifier);
- pair with a tutor/senior student/mentor;
- take into consideration that some students may not have access to an elder;
- provide students with communication disabilities the opportunity to work in partners or audio tape their interview;
- provide a scribe;
- use multi-level groupings;
- give an extended time frame to students as necessary;
- negotiate enrichment activities with student (e.g., analyse media's role as the messenger);
- allow students to audio tape the interview.

Resources

Print

Bible: *The Holy Bible - New Revised Standard Version.* Nashville: Thomas Nelson Publishers

Catechism of the Catholic Church. Canadian Conference of Catholic Bishops, ISBN 0-7747-0151-X

Duncan, Barry, et al. *Mass Media and Popular Culture Version 2.* Toronto: Harcourt Brace and Company. ISBN 7747-0170-6

Missal: *St. Joseph 2000 Annual Sunday Missal - Canadian Edition.* New Jersey: Catholic Book

The Teachers Complete and Easy Guide to the Internet. Toronto: Triofolium Books, 1999. ISBN 1-895579-449

The Canadian Press Style Book. Toronto: The Canadian Press Books.

Walker. *Teaching Guide for Media Literacy.*

Web Sites

Queens University Media Site: Provides access to a wide range of Media and Film.
http ://www.film.queensu.ca/Links

http://www.catholic.org/

http://www.w.tvo.org/eduprog

http://www.crr.ca/

http://www.ctv.ca/

CD-ROMs

How to Construct a Radio Documentary. Irwin Publishing, 1999. ISBN 0-7725-25072

Videos

Anderson, Neil and John Pungente. *Scanning Television: Videos for Media Literacy in Class.* Toronto: Harcourt Brace Canada, 1999. ISBN 7747-0172-2

News & Events

Access to Canadian news services.
http://www.canoe.ca

TV Shows

(explore teen issues, values, and trends)
Ready or Not, Street Sense, Images, and *JonoVision*

Appendix 5.1.1

Expository Essay

Student's Name:
Title of Essay:
Length of Essay:
Date:

	Rarely 1	Sometimes 2	Most Times 3	Consistently 4
Content				
• the content of the essay is informative, specific, relevant and accurate – shows how media influences our lives – ideas are supported by relevant examples (proof)				
Point of View				
• the point of view is consistent and appropriate with the writer's purpose				
Essay				
• the essay is written in a logical and coherent manner developing from beginning to end				
Thesis Statement				
• the thesis statement is clearly defined and effectively shows how media influences our lives				
Paragraph Development				
• the paragraphs contain a topic sentence that supports the development of the essay				
Sentence Structure				
• the sentence structure supports the development of the writer's work in both variety and accuracy				
Vocabulary				
• the vocabulary used is appropriate to the topic				
Grammar				
• the writer adheres to the correct use of grammar				
Form				
• structured using the expository essay form				

Activity 2: Advertising - Deconstructing the Image

Time: 350 minutes

Description

This activity will apply greater focus on how advertising affects one's self image. Students will deconstruct an advertisement in order to understand the implicit and explicit images of materialism, stereotypes and personal desires which limit self understanding. Students will present their analysis for class discussion and extend skills further by creating an advertisement reflective of their learning. Students will reflect on the conflict between the messages presented in advertising and their personal growth in the image of God.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- listen actively and critically to understand and learn in light of gospel values (2a)
- use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life (2e)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- examine and reflect on one's personal values, abilities, and aspirations influencing life's choices and opportunities (4g)
- find meaning, dignity, fulfillment, and vocation in work which contributes to the common good (5d)
- recognize human intimacy and sexuality as God given gifts, to be used as the creator intended (6b)
- respect and affirm the diversity and interdependence of the world's peoples and cultures (7f)

Strand(s): Literature Studies and Reading, Language; Writing; Media Studies

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01D)
- identify and explain the effect of specific elements of style in a range of literary and informational texts (LIV.03D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence, and effective use of stylistic devices (WRV.04D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences (LGV.02D)
- analyse a range of media forms to identify their elements, audiences, and production practices, and draw conclusions about how these factors shape media works (MDV.0ID)
- use knowledge of a range of media forms, purposes, and audiences to create media works, and use established criteria to assess the effectiveness of the works (MDV.02D)

Specific Expectations

- select and read a range of texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, evaluating print and electronic materials as sources of information, and comparing personal ideas and values with those in texts (LI1.02D)
- use relevant, significant, and explicit information and ideas from texts to support interpretations (LI1.04D)
- present sufficient significant evidence from a text to support opinions and judgements (LI1.06D)
- explain how the values and perspectives of readers might influence their responses to a text and interpretations of it (LI1.07D)
- explain how authors and editors use design elements to help communicate ideas (LI3.03D)
- communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details (LG2.01D)
- plan and make oral presentations independently, adapting vocabulary and using methods of delivery to suit audience, purpose, and topic (LG2.04D)
- produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (WR2.02D)
- select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing (WR2.04D)
- revise drafts to ensure consistency in the use of first or third person and use of an appropriate level of language (WR4.02D)
- identify key elements and techniques used to create media works in a variety of forms and analyse how these elements and techniques contribute to the theme or message (MD1.02D)
- analyse the elements of a variety of media works, in order to identify and describe the intended audiences) for the works (MD1.03D)
- analyse the relationship between media works and the production and marketing of related products (MD1.04D)
- create media works for different purposes and explain how the design decisions for each were shaped by the purpose (e.g., create a public-service video to inform people about a health hazard: construct a collage of print advertisements to illustrate the media's concept of a teenager) (MD2.02D)
- design media works appropriate to different audiences and explain why certain elements will appeal to a particular audience (e.g., design a magazine for a specific audience, and explain how it differs from typical magazines) (MD2.03D)

Planning Notes

Teachers will:

- provide time for silent reading in preparation for the culminating activity.
- remind students about the safety issues associated with using the Internet.
- extract pertinent passages from the Bible that deal with self image.
- familiarize themselves with media terminology such as body image, endorsement, target audience, etc.
- prepare a sample of an advertisement that has been deconstructed.
- prepare a series of questions as tools for examining an advertisement.
- have a variety of magazines available.
- prepare a mini-lesson on the use of the first person in essay writing.
- provide an opportunity for student input into the design of a rubric for deconstructing an advertisement.
- arrange for a class trip or a visit by a guest from the advertisement industry where possible.

Prior Knowledge Required

Students will draw from their own individual experiences of media.

Teaching/Learning Strategies

- Students will read silently as preparation for their culminating activity.
- Teachers will introduce the activity by placing Biblical quotes on the board that emphasize the importance of self worth and a positive self image, to initiate discussion.
- Students will reflect on their own self image and the effects of the media on one's sense of self during class discussion.
- Teachers will direct class discussion by deconstructing an advertisement with students. The critique will include: fashion, body image, gender roles, stereotypes, desires vs. need, etc.
- Teachers and students will gather magazines from which to extract advertisements.
- Teachers will distribute a set of questions or worksheets to assist students in deconstructing their advertisement. Teachers will leave space for unique qualities or elements that students would like to add to their critique.
- Students will select one advertisement to critique using the model provided.
- Teachers and students will design a rubric on advertisement deconstruction.
- Students will individually deconstruct an advertisement using the tools provided on the teacher-generated question sheet.
- Teachers will provide a /checklist for the oral presentation of the advertisement deconstruction.
- Students will present their critique to the class.
- Peers will provide feedback on the individual presentations.
- Teachers will use the oral presentations to generate further class discussion on materialism, self image, gender roles, and stereotypes.
- Teachers will define the term target audience.
- Students will examine their advertisement to determine the target audience using the following: content of ad, form of the advertisement and the source (e.g., make up product, use of teen idol to sell product, teen magazine).
- Teachers will lead a class discussion on target audience, bias, and self image.
- Students will create an advertisement in print or video form for a teenage audience with a positive purpose and message reflective of their new understanding and Christian values.
- Students and teachers together will assess the effectiveness of the advertisement.
- Teachers will explain the use of the first person in reflective writing.
- Teachers will provide the assessment tool with the reflection paper.
- Students will write a reflection paper or an editorial exploring the conflict between pleasure derived from material objects vs. spiritual self understanding.

Assessment/Evaluation Techniques

Formative Assessment

- teacher observation – use of class time
- class participation in whole group discussion
- self- and peer evaluation of presentations (anecdotal feedback)

Summative Assessment

- advertisement deconstruction – rubric/checklist
- oral presentation – rubric/checklist
- reflection paper
- advertisement creation

Accommodations

Teachers will:

- provide use of a laptop computer;
- provide one-to-one conference for remediation;
- negotiate enrichment activities with the student (e.g., analyse the use of color in print advertisement);
- use peer helpers to work on advertisement deconstruction;
- pair students as needed (e.g., mentoring by senior students);
- provide scribe;
- provide instructions on the work sheet orally to the student;
- allow use of written presentation rather than an oral presentation;
- use audio taped presentation.

Resources

Print

Bible: *The Holy Bible - New Revised Standard Version.* Nashville: Thomas Nelson Publishers

Catechism of the Catholic Church. Canadian Conference of Catholic Bishops, ISBN 0-7747-0151-X

Missal: *St. Joseph 2000 Annual Sunday Missal - Canadian Edition.* New Jersey: Catholic Book.

The Teachers Complete and Easy Guide to the Internet. Toronto: Triofolium Books, 1999.
ISBN 1-895579-449

magazines

Web Sites

Queens University Media Site: Provides access to a wide range of Media and Film.
http ://www.film.queensu.ca/Links

Media Literacy Project: Provide curriculum materials.
http://www.babson.edu/medialiteracyproject/3.htm

http://www.cp.org/

http://www.media.awareness.ca/

http://www.adbusters.com

CD-ROMs

How to Construct a Radio Documentary. Irwin Publishing, 1999. ISBN 0-7725-25072

Videos

Anderson, Neil and John Pungente. *Scanning Television: Videos for Media Literacy in Class.* Toronto: Harcourt Brace Canada, 1999. ISBN 7747-0172-2

TV Shows

(explore teen issues, values, and trends)
Ready or Not, Street Sense, Images, and *JonoVision*

Activity 3: Television: Moving Beyond the Screen

Time: 310 minutes

Description

Considering the quantity of television viewed by most teenagers, it is imperative that students are provided with tools to critique this medium. This activity will focus on the medium of television by examining the formulaic characteristics of different television genres. Student groups will review a genre of television concentrating on form, purpose and audience in order to prepare a presentation and creative work. Students will challenge the moral standards portrayed by television using an informed moral conscience in light of gospel values.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good (1d)
- integrate faith with life (1i)
- listen actively and critically to understand and learn in light of gospel values (2a)
- use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life (2e)
- make decisions in light of gospel values with an informed moral conscience (3d)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- apply effective communication, decision-making, problem-solving, time, and resource management skills (4f)
- examine and reflect on one's personal values, abilities, and aspirations influencing life's choices and opportunities (4g)
- exercise Christian leadership in the achievement of individual and group goals (5f)
- value and honour the important role of the family in society (6c)
- respect and affirm the diversity and interdependence of the world's peoples and cultures (7f)
- respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)

Strand(s): Literature Studies and Reading; Language; Writing; Media Studies

Overall Expectations

- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting. and debating, for a variety of purposes and audiences (LGV.02D)
- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01D)
- analyse a range of media forms to identify their elements, audiences, and production practices, and draw conclusions about how these factors shape media works (MDV.0ID)
- use a range of print and electronic sources to gather information and explore ideas for written work (WRV.01D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)

- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence, and effective use of stylistic devices (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)

Specific Expectations

- select and read a range of texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, evaluating print and electronic materials as sources of information, and comparing personal ideas and values with those in texts (LI1.02D)
- communicate in group discussions by assigning tasks fairly and equitably: using verbal and non-verbal cues to signal a change in topic or speaker; contributing ideas, supporting interpretations and viewpoints; extending and questioning the ideas of others, summarizing the progress of the group's work: checking for understanding: and negotiating consensus when appropriate (LG2.02D)
- plan and make oral presentations independently, adapting vocabulary and using methods of delivery to suit audience, purpose, and topic(LG2.04D)
- analyse the elements of a variety of media works. in order to identify and describe the intended audiences) for the works (MD1.03D)
- analyse the relationship between media works and the production and marketing of related products (MD1.04D)
- locate and summarize information and ideas from print and electronic sources, including interviews, surveys, statistical data banks, reports, periodicals, and news-groups (WR1.02D)
- sort and label information, ideas, and data; evaluate the accuracy, ambiguity, relevance, and completeness of the information: and make judgements and draw conclusions based on the research (WR1.03D)
- produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (WR2.02D)
- revise drafts to ensure that ideas are adequately supported by relevant details and facts and to achieve clarity, unity, and coherence (WR4.01D)
- consider reactions of teachers, peers, and others in revising and editing written work (WR4.04D)
- edit and proofread their own and others' writing, correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below (WR5.04D)
- spell specific historical, academic, and technical terms correctly (WR5.09D)
- use a variety of resources to correct errors in spelling (e.g., dictionaries, spell checkers) (WR5.10D)

Planning Notes

Teachers will:

- provide time for silent reading in preparation for the culminating activity.
- tape portions of TV shows which represent each genre ensuring that they respect copyright law.
- prepare a list of the program types represented on television for students to examine in depth (sitcom, TV talk show, soap opera, hour long drama, sports telecast, animated comedy, etc.).
- compile media related resources (history of TV documentaries, commercial award programs, top ten on Bravo TV) - see Web Sites.
- have some understanding of the CRTC standards and regulations.
- use media texts to research each program formula (e.g., Barry Duncan's *Mass Media and Popular Culture*).
- provide a model of a completed analysis on a particular form and include examples.
- organize students into jigsaw groups based on interest and ability levels.

- create a rubric for the oral presentation.
- develop an observation checklist for the following: group work, peer evaluation of group work and self evaluation.
- arrange a visit to a local community college with a TV broadcasting program or a local TV station or the CBC.

Prior Knowledge Required

Students will bring their own knowledge of popular culture to this unit.

Teaching/Learning Strategies

Students will read silently as preparation for their culminating activity.

Teachers and students will brainstorm a variety of television program genres to assess prior knowledge and determine the defining characteristics of each genre (e.g., TV talk show – sympathetic moderator; hour long drama – cliff hanger ending).

Teachers will:

- select one program genre with the class, in order to model a deconstruction of the program by examining the following: purpose, audience, stock characters, gender, race, sponsors, moral standards (sex, violence), language, and the message.
- teach a mini-lesson on CRTC standards and regulations, and freedom of expression as a tool for student analysis.

Students will:

- form a group based on their genre of interest to analyse a specific genre using the formula of the genre and the elements examined in the model.
- in groups, collaborate to create a handout of their findings to present to the class or use media technology in a creative way to report their findings.
- use self- and peer evaluation to assess their group work and their oral presentation.

Teachers will provide a rubric to evaluate the group handout and presentation with assigned task.

Teachers may assess student learning further by administering a test (e.g., students will analyse a short clip) or by allowing students to create a sample clip in groups (if time allows).

It would be beneficial for students to observe how television is created and the editing process (e.g., class trip to a local community college with a television broadcasting program, the CBC, or a local television station.)

Assessment/Evaluation Techniques

Formative Assessment:

- diagnostic evaluation of knowledge of television genres
- peer and self-evaluation – group work – presentation

Summative Assessment

- handout based on group findings/media presentation
- group oral presentation on each genre
- test – analysing program or creation of a sample program clip

Accommodations

Teachers will:

- provide use of a laptop computer;
- use multi-level group;
- provide scribe as required;
- use oral testing;
- allow one-on-one presentation;
- allow extension of time frames;
- check with resource staff to ensure that accommodations provided are consistent with the student's IEP;
- negotiate enrichment between the teacher and student (e.g., the student will deconstruct the animated sitcom with reference to gender bias);
- use teacher and student (remediation) conferences;
- allow taped presentation (audio/video).

Resources

Booth, D., et al. *Media & Sense*. Toronto: Harcourt Brace, 1996.

Canadian Press Style Book. Toronto: Canadian Press Books.

Dawes, R. and G. Kirkland. *Imaging, Second Edition*. Toronto: Gage Educational Publishing Co, 1990.

Duncan, Barry, et al. *Mass Media and Popular Culture Version 2*. Toronto: Harcourt Brace and Company, ISBN 7747-0170-6

Web Sites

http://www.media.awareness.ca/

http://www.catholic.org/

http://www.ctv.ca/

http://www.cbc.ca/

http://www.tvo.org/eduprog [Canadian Advertising Standard]

Videos

Anderson, Neil and John Pungente. *Scanning Television: Videos for Media Literacy in Class*. Toronto: Harcourt Brace Canada, 1999. ISBN 7747-0172-2

News & Events

Access to Canadian news services.
http://www.canoe.ca

TV Shows

(explore teen issues, values, and trends)
Ready or Not, Street Sense, Images, and *JonoVision*

Activity 4: Technology: Discovering the Truth

Time: 440 minutes

Description

In the age of technology it is necessary for the lifelong learner to investigate the modern use of the Internet. Students will look at ethical issues, such as censorship, freedom of expression, privacy, the dehumanization of the individual and the question of discovering truth. Through debate and the writing of a persuasive paper, students, in the context of their Christian values, will find their own answers to what have become life-long questions.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

- actively reflect on God's Word as a communicated through the Hebrew and Christian scriptures (1c)
- develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good (1d)
- respect the faith traditions, world religions, and the life-journeys of all people of good will (1h)
- read, understand and use written materials effectively (2b)
- use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life (2e)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- make decisions in light of gospel values with an informed moral conscience (3d)
- examine, evaluate, and apply knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society (3f)
- respond to, manage, and constructively influence change in a discerning manner (4d)
- apply effective communication, decision-making, problem-solving, time, and resource management skills (4f)
- think critically about the meaning and purpose of work (5b)
- achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others (5g)
- act morally and legally as a person formed in Catholic traditions (7a)
- accept accountability for one's own actions (7b)
- exercise the rights and responsibilities of Canadian citizenship (7h)

Strand(s): Literature Studies and Reading; Language; Writing; Media Studies

Overall Expectations

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods (LIV.01D)
- identify and explain the effect of specific elements of style in a range of literary and informational texts (LIV.03D)
- use knowledge of vocabulary and language conventions to speak, write. and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences (LGV.02D)
- use a range of print and electronic sources to gather information and explore ideas for written work (WRV.01D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice (WRV.02D)

- use a variety of organizational techniques to present ideas and information logically and coherently in written work (WRV.03D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence. and effective use of stylistic devices (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05D)
- analyse a range of media forms to identify their elements, audiences, and production practices, and draw conclusions about how these factors shape media works (MDV.0ID)

Specific Expectations

- explain how historical or cultural contexts shape the information and ideas in a text (LI1.08D)
- explain how authors and editors use design elements to help communicate ideas (LI3.03D)
- identify ways in which technology, other languages, and the media have influenced the English language (LG1.02D)
- select words and phrases consistent with the particular voice and tone required for a variety of informal and formal situations (LG1.04D)
- recognize, describe, and correct sentence errors in oral and written language (LG1.06D)
- plan and make oral presentations independently, adapting vocabulary and using methods of delivery to suit audience, purpose, and topic (LG2.04D)
- demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (MD1.01D)
- analyse the elements of a variety of media works in order to identify and describe the intended audience for the works (MD1.03D)
- analyse the relationship between media works and the production and marketing of related products (MD1.04D)
- locate and summarize information and ideas from print and electronic sources, including interviews, surveys, statistical data banks, reports, periodicals, and news-groups (WR1.02D)
- select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing (WR2.04D)
- structure the introductory paragraphs of short essays using a clear statement of the topic or thesis, a device to engage the reader's interest, and an overview of the main points to be covered (WR3.02D)
- revise drafts to ensure consistency in the use of first or third person and use of an appropriate level of language (WR4.02D)
- consider reactions of teachers, peers, and others in revising and editing written work (WR4.04D)
- edit and proofread their own and others' writing, correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below (WR5.04D)
- construct a variety of complete and correct sentences (including compound-complex sentences), using prepositional, adjective, and adverb phrases; infinitive, participle, and gerund phrases; and noun, adjective, and adverb clauses (WR5.06D)
- use knowledge of a wide range of spelling patterns, rules, and strategies to analyse and correct spelling errors (WR5.08D)
- use a variety of resources to correct errors in spelling (e.g., dictionaries, spell checkers) (WR5.10D)

Planning Notes

Teachers will:

- provide time for silent reading in preparation for the culminating activity.
- find articles from a variety of sources with a variety of viewpoints on the ethical issues of the internet, freedom of expression versus censorship, privacy, dehumanization, reliance on computers, etc.
- work with teacher-librarian to set up computer lab time.
- prepare a lesson for students on appropriate Internet use (signed contract).
- work with students to generate a list of topics to explore on the Internet.
- research a brief history of the Internet.
- prepare a lesson on debating skills.
- create a rubric for both the debate and the persuasive paper.
- work with students to generate a list of topics for the persuasive paper.
- review notes on use of first and third person, compound and complex sentences, infinitives, the participle, and the gerund.
- provide an alternate assignment to the debate as needed (ESL, physical disability, communication disorder) (e.g., one-on-one interview with a student defending a position).

Prior Knowledge Required

- some knowledge of paragraph writing
- some knowledge of a thesis statement

Teaching/Learning Strategies

Students will read silently as preparation for their culminating activity.

Teachers will:

- teach a brief lesson on the history of the Internet and its transformation over time.
- provide articles to read with the students on some ethical issues raised by the use of the Internet. **Note:** It is essential that teachers alert the students about potential safety issues when using the Internet.
- have students and parents sign a contract before the student uses the Internet to ensure appropriate viewing and use of the medium.
- direct a classroom discussion on: moral issues, privacy, censorship, technical language, freedom of expression, educational tools, advertising , accessibility, dehumanization and what is “truth”.
- teach a lesson on debating skills focussing on: listening skills, critical reading, supporting an argument, researching, problem solving, making references and public speaking skills.
- review the use of the first and third person from Activity 2.

Students will go to the Library/Resource Centre to use the Internet to research student-selected topics.

The class will be divided in two and select a debate topic from the list above. For example, censorship on the Internet vs. free expression. Student groups will select roles for the debate: speakers, researchers, rebuttal team, timer, and a page.

Students will be given a sufficient amount of time to research and develop their debate topics ensuring the comfort level of all students.

Students will assess their group productivity during the research and presentation of the debate.

Teachers will provide a rubric to assess the debate.

Students will present their position in a formal debate format.

Teachers will:

- review the compound and complex sentences, infinitives, the participle and the gerund.
- review/teach the style and structure of an argumentative/persuasive essay.

Students will write a persuasive essay on a related topic.

Assessment/Evaluation Techniques

Formative Assessment

- debate process – self- and peer evaluation
- group work – self-evaluation

Summative Assessment:

- persuasive essay – checklist
- debate (rubric)

Accommodations

Teachers will:

- arrange for use of a laptop computer;
- pair the student with a mentor or buddy;
- along with students, determine the nature of the student's role in the debate;
- adapt rubric accordingly;
- provide a scribe as necessary;
- reduce of content;
- read articles aloud where necessary;
- consult the resource staff regarding potential modification;
- use multi-level grouping;
- provide options to the debate;
- conference with student for remediation (e.g., gerund);
- allow students to audio tape or videotape the debate presentation.

Resources

Booth, D., et al. *Media & Sense*. Toronto: Harcourt Brace, 1996.

Blumerthal, Joseph. *English Workshop Revised Canadian Edition*. Toronto: Harcourt Brace and Company. ISBN 7747-123-5

McCubbin, Rob. *A Media Skill: A Book For Senior Students*. Don Mills: Addison Wesley Longman, 1991. ISBN 0-5828-7133-6

Norton, Sarah and Nell Waldman. *Canadian Content 3rd Edition*. Toronto: Harcourt Brace and Company, 1999. ISBN 7747-123-5

The Teachers Complete and Easy Guide to the Internet: Second Edition. Toronto: Triofolium Books, 1999. ISBN 189-5579-449

Web Sites

Information Technology Association of Canada
http://www.tac.ca

Public Broadcasting: A transcript on public broadcasting
http://www.crtc.gc.ca/ENG/Proc-br/transc~1999

Media Literacy Project: Provides curriculum materials
http:/www.babson.edu/medialiteracyproject/3.htm

http://www.cp.org/

http://www.w.tvo.org/eduprog

http://www.tac.ca/

http://www.schwinger.harvard.edu/~terwing/

http://www.mbnet.mb.ca.80

http://www.schoolnet.ca/

Appendix 5.4.1

Argumentative/Persuasive Essay Checklist

Name:

Date:

Levels
1 – Needs Improvement
2 – Satisfactory
3 – Skilled and Effective
4 – Impressive and Refined

A. CONTENT/FORM - Level

i) **EFFECTIVE INTRODUCTION (K/U/T/I)**
captivates the reader's attention
leads to thesis point
states thesis

ii **THESIS STATEMENT (K/U/T/I)**
clearly defined and accurate
concisely worded
effectively guides the essay

v) **SUPPORTING EVIDENCE (K/U, T/I)**
sufficient examples, quotations and references
quotations are introduced and interpreted
quotations are brief and relevant

ii) **EFFECTIVE CONCLUSION (K/U, T/I)**
restates the main points
provides closure
bonus for insightful comment

iv) **ORGANIZATION (K/U, T/I)**
clear and concise topic sentences
logically developed and persuasively argued
paragraphs are purposeful and well structured
sufficient detail and insight
ideas are clearly linked to thesis

B. STYLE - Level

i) **MECHANICS (APP/COM)**
spelling and vocabulary
grammar (sub/verb/prep)
proper paragraphing
misplaced/missing punctuation

ii) **STYLE (APP/COM)**
consistent verb tense
clarity of expression
consistent use of active voice
compound/complex sentences used
effective parallel structure

iii) **PRESENTATION (APP/COM)**
proper use of parentheses
proper title page
accurate/complete works cited

typed and visually aesthetic

C. AREAS OF IMPROVEMENT

OVERALL LEVEL =

Appendix 5.4.2

Formal Debate Checklist on Media Issues

Student's Name:
Date:
Presentation Topic:

	Minimal 1	**Satis-factory 2**	**Success-ful 3**	**Masterful 4**
KNOWLEDGE/UNDERSTANDING				
• notes convey an understanding of media issues				
• knowledge is evident in the preparation and memorization of main ideas				
• critical reading and insightful analysis is apparent				
• arguments show a clear understanding of media messages and forms				
• extensive research supports personal understanding of topic				
• demonstrates knowledge of debate conventions				
THINKING/INQUIRY				
• analyses the problem to establish pertinent issues				
• determines purpose which focuses the debate				
• uses arguments which are logical and coherent				
• assesses and makes inferences about the effects of media on self				
• uses problem solving and critical reasoning to rebut counter arguments				
COMMUNICATION				
• articulates ideas clearly and logically				
• maintains eye contact, composure, and posture				
• voice and tone are appropriate to the structures of formal debate				
• uses persuasion and reasoning skills to assert views or refute opposing views				
• demonstrates effective listening skills through rebuttals and restatement of opponent's arguments				
• asserts viewpoints in restricted time frame				
APPLICATION				
• presents sufficient evidence to support arguments and theories				
• applies diction appropriate to formal debates				
• makes connections between Catholic social teaching and media-related issues				
• uses informed moral conscience to guide and support responses				
Suggestions For Student Improvement				

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Culminating Activity

Time: 5 hours

Description

This activity will be part of the 30% final summative evaluation which may also include a final examination. This culminating activity reinforces the skills and knowledge learned throughout the Grade 10 course. Students will compose an essay on a particular author within a selected genre as well as a creative piece for presentation. This activity is ongoing throughout the semester; therefore it is suggested that students begin their preparatory work after Activity 4 of the Novel unit. Teachers will monitor process and progress of this individualized project through the writing process, conferencing and observation. In the spirit of Christianity, students will become not only collaborative learners, but self-directed, responsible, life-long learners.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 2e, 3c, 4b, 4e, 4f, 5f, 7b.
Strand(s): Literature Studies and Reading; Language; Writing; and Media Studies
Overall Expectations: LIV.01D - 03D; WRV.01D - 05D; LGV.01D, 02D; MDV.01D, 02D.
Specific Expectations: LI1.01D, 02D, 04D, 06D; LI2.01D - 03D; WR1.02D, 04D; WR2.01D; WR3.02D, 03D; WR4.01D, 04D; WR5.01D, 11D; LG1.06D, 07D; LG2.01D, 04D; MD2.01D, 03D.

Planning Notes

Teachers will:

- access student goals set at the beginning of the course
- be aware that time used to complete the culminating activity should be integrated throughout the course.
- prepare mini-lessons on sentence structure, prepositions, academic terminology, and punctuation (emphasizing the semicolon).
- schedule class time throughout the semester for library research, computer access, silent reading, conferencing, and peer sharing.
- with student input, design a rubric which specifies the requirements and criteria for the essay and creative piece prior to introducing this activity.
- provide the students with a self-evaluation checklist to refer to throughout the writing process.
- investigate the availability of technology for the students' creative, oral component of the culminating activity (e.g., videocamera, presentation software such as *PowerPoint*).
- provide time at the end of the course to allow students to complete the culminating activity.
- prepare a lesson on using the Internet safely, with discernment and in light of their Catholic value system.
- prepare an oral presentation rubric and may ask for student input.
- special consideration should be given to providing an extensive list of authors that are reflective of the multicultural nature of Canada and the diversity of students: students may want to study an author representative of their own cultural experience (e.g., French Canadian poetry).

Prior Knowledge Required

Students have learned about genre and the documentation and interpretation of quotations in Unit 2.

Teaching/Learning Strategies

Teachers and students will brainstorm a list of genres (science fiction, horror, mystery, romance, historical fiction, fantasy, satire, etc.). This has been discussed previously in Unit 2, Activity 4. Teachers will hand out a list of authors and titles of short stories and novels that represent each genre.

Teachers will introduce the components of the activity: research, essay, creative piece, oral presentation).

Students will select a genre, author and representative works that interests them. Students may select a choice of author outside the list dependent on teacher conferencing and approval. Students will submit an author profile sheet.

Teachers will meet with students in an interview setting to discuss and approve the student-selected author and reading choices.

Students will then begin to read their novel or selection of five short stories during scheduled class time and independently.

Teachers will:

- review the parenthetical documentation of quotations and the process of extracting quotations, providing context and determining the relevance of quotations and the genre and author using class notes, Internet resources, CD-ROMs, and CD-ROM encyclopedias.
- instruct students on appropriate use of the Internet from an ethical and safety perspective.
- check research notes periodically for completion and accuracy.
- with students, create a task sheet which identifies the expectations of the essay and an accompanying rubric (a 600- to 800-word essay or one aspect of style or theme based on their author) using their knowledge gained throughout the course.
- negotiate scheduled dates with students for completed reading, conferencing outline completion, rough work editing, and submission of the final essay.
- upon completion of individual reading, but before individual students begin to write their essay, group students according to similar genres. Groups will share their analysis of the style and themes conveyed by their specific authors in order to establish some common characteristics of the genre.

Students will write a 600- to 800-word essay (based on forms studied in class) on one aspect of style or theme based on their reading of an author. For example, Isaac Asimov – science fiction – theme of technology taking over society, or Agatha Christie – the stylistic element of suspense in her mystery stories.

Teachers will:

- conference with students during the writing process and address individual writing errors with students during the conference process.
- teach formal mini-lessons on sentence structure, prepositions, academic terminology and the semicolon.
- teach students how to create a works cited page citing primary and secondary sources through exemplars.

Students will:

- begin working on the creative component of the culminating activity at this point.
- choose to present their findings about the genre through the mediums of poetry (e.g., a series of fantasy poems or songs), or drama (e.g., creation of a horror set) or the media (e.g., an infomercial on satirical products).
- have the option to design a media work and/or use technology for their creative oral component.
- practise presenting their creative piece with peers who will give feedback on their performance.

- present their creative piece to the class and, where possible, for an authentic audience (e.g., for a local author, another class or advertising executive etc.)
- self-evaluate their overall performance and reflect on their learning over the entire course using their goals devised at the beginning of the course.

Assessment/Evaluation Techniques

Formative Assessment

- research notes on author and genre (checklist)
- group work (peer evaluation)
- conferencing on writing process
- peer evaluation
- self-evaluation
- proposal for essay (conference)
- outline of essay (checklist)
- rough copy of essay (rubric)

Summative Assessment

- final essay (rubric)
- oral presentation (rubric/checklist)

Accommodations

Teachers will:

- make time modifications for special needs student;
- modify task and rubric for communicationally disabled students;
- allow audio tape presentation of creative piece;
- provide resource help provided to guide learning;
- use audio tape of novel or short story.

Resources

Grant, Agnes, ed. *Our bit of Truth: An Anthology of Canadian Native Literature*. Winnipeg: Pemmican, 1990. ISBN 0921827105

Native Canadian Women Writers
http://www.nlc-bnc.ca/service/enative.htm #3

Canadian Literature Archive
http://canlit.st-john.umanitoba.ca/

Literary Guide to Canadian Literature Materials
http://vicu.utoronto.ca/library

African American Mystery Page
www.aamystery.com

Cabinet of Dr. Casey - Horror in Literature
www.drcasey.com/literature

Horror Net
www.horrornet.com

Mysterious Strands
www.isdonline.com

Science Fiction Resource Guide
http://sflouers.rutgors.edu/web/SFRG
Historical Fiction Site
vfs.cc.utexas.edu/-soon/histfiction
International Writers
http://home.about.com/arts/authors
Alice Munro
http://member.AOL.com/munroalice/b-select.html
Michael Ondaatje
http://www.ondaatje.com
Brian Ranhuyzen
http://www.brianpanhoyzen.com
Summer Lightning and Other Stories. Don Mills: Addison Wesley Longman, 1998. ISBN 0-5827-8627-4
World Fiction (Arts and Literature)
www.about.com/arts/fiction
Voice of the Shuttle
http://vos.vesb.edu/shuttle/english3.html
Asian Canadian Literature
http://www.asian.ca/books
Canadian Tamils page
http://www.pathcom.com/-gthami/canlit.htm

Appendix 6.1.1

Oral Presentation Checklist on Genre

	Level 1 Ineffectively	Level 2 Adequately	Level 3 Successfully	Level 4 Masterfully
Presentation Style				
• voice is projected and pitch is varied (Com.)				
• maintains eye contact with audience (Com.)				
• tone is appropriate to purpose and audience (Com.)				
• diction and pronunciation demonstrate an understanding of genre (Com.)				
Content				
• creative piece reinforces the student's research and analysis of genre (K/U, T/I)				
• creative piece represents the appropriate characteristics of genre (K/U, T/I)				
• creativity and originality are evident in this design and creation (APP/Com.)				
• creative piece synthesizes/applies student knowledge of genre as a teaching tool for peer understanding (APP)				
Formative Assessment	**Incomplete**		**Complete**	
• self-assessment has been documented as an ongoing process				
• presentation has been practised in front of peers				
• constructive feedback has been recorded and used to enhance student performance				

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.